

QUALIFICATION DETAILS

Qualification number/Te nama o te tohu mātauranga	2992		
English title/Taitara Ingarihi	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Health Work, Disability Support, Diversional <u>and Recreational</u> Therapy, Mental Health and Addiction Support, and Whānau, Community and Social Services		
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	28/02/2025 <u>26/02/2029</u>		

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 have the skills, knowledge and behaviours required to work alongside people, family and/or whānau accessing social and community services.</p> <p>This is an entry-level qualification targeted at people already working in, or those who intend to be employed in or develop a career in supporting the health and wellbeing of people, family and/or whānau, and the wider community.</p> <p>The qualification includes five strands which recognise the specialist skills and knowledge required of people working in various roles within social and community services.</p> <p>Graduates will benefit by gaining a qualification that recognises their ability to support people family and/or whānau accessing social and community services within the health and wellbeing sector and a pathway to further qualifications.</p> <p>Graduates will be capable of working in a <u>team and in a</u> self-managed capacity under broad guidance.</p> <p><u>This qualification is a requirement for Diversional and Recreational Therapists to obtain professional registration and their Annual Practicing Certificate with the New Zealand Society of Diversional and Recreational Therapy.</u></p>

This qualification is not associated with professional registration or a clinical scope of practice for those in other roles.

Graduate Profile/Ngā hua o te tohu

Graduates of this qualification will be able to:

- Engage and communicate effectively with tangata, family and/or whānau accessing social and community services in a manner which respects their socio-cultural identity, experiences and self-knowledge.
- Apply knowledge of Te Tiriti o Waitangi to honour the history and context of Māori as tangata whenua and apply knowledge of person-whānau interconnectedness to own role in a health and wellbeing setting.
- Demonstrate self-awareness, reflective practice, self-management, personal leadership and self-care in a health and wellbeing setting.
- Actively contribute to a culture of professionalism, safety and quality in a health and wellbeing organisation.
- Use knowledge of the aims and purpose(s) of the wider health and wellbeing sectors to reflect on their impact on own role.

Graduates of the Community Health Work strand will also be able to:

- Apply community health work tools and strategies when working alongside tangata, family and/or whānau to support autonomy and promote the self-determination of health and wellbeing.

Graduates of the Disability Support strand will also be able to:

- Apply disability tools and strategies when working alongside tangata, family and/or whānau to support self-determination, autonomy, inclusivity and equity to identify goals and opportunities to overcome challenges to enable good lives.

Graduates of the Diversional and Recreational Therapy strand will also be able to:

- Apply diversional and recreational therapy tools and strategies when working alongside tangata, family and/or whānau to enhance their spiritual, emotional and physical wellbeing.

Graduates of the Mental Health and Addiction Support strand will also be able to:

- Apply mental health and/or addiction tools and strategies when working alongside tangata whaiora, family and/or whānau to support autonomy, foster hope, and develop resilience.

Graduates of the Whānau, Community and Social Services strand will also be able to:

- Apply community and social services tools and strategies when working alongside tangata, family and/or whānau to support autonomy, identify goals, reduce vulnerability and build resilience or achieve aspirations.

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Education Pathway/ Ngā huarahi mātauranga

This qualification may build on the New Zealand Certificate in Health and Wellbeing (Level 3) with strands in Health Assistance, Newborn Hearing Screening, Orderly Services, Support Work, ~~and~~ Vision Hearing Screening [Ref:2470], ~~and Whānau, Kin and Foster Care [Ref: 2470]~~, or the New Zealand Certificate in Youth ~~Work Leadership~~ (Level 3) [Ref: 2448], or the National Certificate in Educational Achievement (Level 3) [Ref:1039].

This qualification may lead to the New Zealand Certificate in Public Health and Health Promotion (Level 5) [Ref: 1865], New Zealand Diploma in Health and Wellbeing (Practice/Applied Practice) (Level 5) [Ref: 3244], New Zealand Certificate in Youth Work (Level 5) [Ref: 4795] ~~New Zealand Diploma in Addiction Studies (Applied) (Level 6) [Ref: 2733]~~ or higher-level study in related health and wellbeing 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 the Community Health Work strand may work in roles such as tamariki ora support workers, health and/or wellbeing field officers, Well Child health workers, health and/or wellbeing coaches and community health/support workers.

Graduates of the Disability Support strand may work in roles such as disability support workers, disability information consultants, and disability case workers.

Graduates of the Diversional and Recreational Therapy strand may work in a diversional and recreational therapy role, or as motivation therapists, activity coordinators or occupational therapy aids in residential care, public or private hospitals, rehabilitation centres or in the community in aged care, mental health and addiction, or social services sectors.

Graduates of the Mental Health and Addiction Support strand may work in roles such as mental health and addiction support workers, addiction programme facilitators, day programme facilitators, caregivers, and residential support workers.

Graduates of the Whānau, Community and Social Services strand may work in roles such as family and sexual violence support workers, social justice advocates, youth workers, community development workers, refugee support workers, and in areas relating to employment, housing and budget support, and information provision.

QUALIFICATION SPECIFICATIONS/ NGĀ TAUWHĀITITANGA O TE TOHU

Qualification Award/ Te whakawhiwhinga o te tohu	<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 may be awarded by an organisation with an approved programme of study or industry training leading to this qualification.</p> <p><u>may be awarded by any education organisation with an approved programme and/or accreditation to deliver an approved programme leading to the</u></p>
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	<u>qualification qualification.</u>
<p>Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga</p>	<p><u>Evidence may include the following:</u></p> <ul style="list-style-type: none"> • <u>Analysis of feedback from employers and graduates which demonstrates how well graduates are meeting the graduate outcomes in the workplace.</u> • <u>Evidence of effective internal quality assurance systems to assure that graduates meet the graduate outcomes of the qualification.</u> <p><u>Evidence may include the following:</u></p> <ul style="list-style-type: none"> • <u>Analysis of employer and graduate surveys</u> • <u>Analysis of a range of workplace evidence</u> • <u>Evidence of effective internal and external quality assurance systems:</u> <p><u>Analysis of feedback from employers and graduates which demonstrate how well graduates are meeting the graduate outcomes in the workplace.</u></p> <p><u>Evidence of effective internal quality assurance systems to assure that graduates meet the graduate outcomes of the qualification.</u></p> <p><u>Analysis of 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.</u></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 taumata o te whakatutukinga</p>	<p><u>Achieved.</u></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><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><u>Employees and volunteers working in the health and</u></p>

	<p><u>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 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>-Two references,</u> <u>-Checks against the Children's Act 2014,</u> <u>-Checks against any other relevant legislation.</u> <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>To establish a fit and proper person, checks will be required and, depending on the context they work in, may include:</p> <ul style="list-style-type: none"> <u>-Police checks,</u> <u>-Drug and alcohol testing,</u> <u>-Two references,</u> <u>-Checks against Children's Act 2014,</u> <u>Checks against any other relevant legislation.</u>
<p>General conditions for programme/ Ngā tikanga whānui o te hōtaka</p>	<p>Programmes must include a minimum of 200 hours of workplace practice and experience.</p> <p>Programme delivery must include opportunities for individual and/or group reflection in the workplace and supervision facilitated by an education provider.</p> <p><u>Programmes must:</u></p> <ul style="list-style-type: none"> <u>• Include a minimum of 200 hours of relevant workplace practice and experience.</u> <u>• Include opportunities for individual and/or group reflection in the workplace and supervision facilitated by an education provider.</u> <u>• Include the application of person-centred and directed, goal-centred and strengths-based approaches as inherent in the performance of the outcomes.</u> <u>• Include a consideration of the specific capabilities, vulnerabilities and needs of children/young people, relevant to the context.</u> <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>

- Be accessible to all learners and include resources and delivery methods which support learner achievement, including the development of literacy and numeracy skills.
- Where programmes have a focus on disability support work, they must focus on the social model of disability.
- Maintain currency with, and any amendments or replacements to, relevant legislation, regulations and New Zealand Standards (NZS).
- Refer to the guidance document available on the Toitū te Waiora website [www.toitutewaiora.nz].

Programmes must:

Include the application of person-centred and directed, goal-centred and strengths-based approaches as inherent in the performance of the outcomes.

Include a consideration of the specific capabilities, vulnerabilities and needs of children/young people, relevant to the context.

Honour Te Tiriti o Waitangi.

Recognise bi-cultural and multi-cultural responsiveness and safety.

Reflect the cultural and social aspirations of Māori, Pacific and Whaikaha learners.

Be accessible to all learners and include resources and delivery methods which support learner achievement, including the development of literacy and numeracy skills.

Where programmes have a focus on disability support work, they must focus on the social model of disability.

Maintain currency with, and any amendments or replacements to, relevant principles, legislation, regulations and New Zealand Standards (NZS).

Refer to the guidance document available on the Toitū te Waiora website [www.toitutewaiora.nz].

Programmes must include the application of person-centred and directed, goal-centred and strengths-based approaches as inherent in the performance of the outcomes.

Programmes must include a consideration of the specific capabilities, vulnerabilities and needs of children relevant to the context.

	<p><u>Programmes must reflect the cultural and social needs and aspirations of Māori and Pacific Peoples and must include culturally appropriate resources and delivery methods.</u></p> <p><u>Programmes must adhere to and be consistent with any ethical, legislative or contractual requirements to which the setting or role is subject.</u></p> <p><u>Providers are advised to refer to Toitū te Waiora, Community, Health, Education and Social Services Workforce Development Council programme endorsement considerations:</u></p> <ul style="list-style-type: none"> <u>• Ngā Whakamārama -- Content</u> <u>• Mana ōrite mō te hunga ake — Equity for learners</u> <u>• Torotoronga me te kimi whakaaro — Engagement and consultation</u> <u>• Te ao Māori</u> <p><u>Te akeako me ngā reo o Te Moana-nui-a-Kiwa — Pacific learning and languages</u></p> <p><u>Tangata Whaikaha — Disabled people Further information is available from NZQA on Programme approval and provider accreditation.</u></p>
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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 <u>effectively</u> with tangata, family and/or whānau accessing social and community services in a manner which respects their socio-cultural identity, experiences and self-knowledge.	15 credits	
2	Apply knowledge of Te Tiriti o Waitangi to honour the history and context of Māori as tangata whenua	15 credits	

	and apply knowledge of person- whānau interconnectedness to own role in a health and wellbeing setting.		
3	Demonstrate self-awareness, reflective practice, <u>self-management</u> , personal leadership and self-care in a health and wellbeing setting.	15 credits	
4	Actively contribute to a culture of professionalism, safety and quality in a health and wellbeing organisation.	15 credits	
5	Use knowledge of the aims and purpose(s) of the wider health and wellbeing sectors to reflect on their impact on own role.	10 credits	
Elective Strand – Community Health Work			
6	Apply community health work tools and strategies when working alongside tangata, family and/or whānau to support autonomy and promote the self-determination of health and wellbeing.	50 credits	
Elective Strand – Disability Support			
7	Apply disability tools and strategies when working alongside tangata, family and/or whānau to support <u>self-determination</u> , autonomy, <u>inclusivity and equity to</u> identify goals and opportunities to	50 credits	

	overcome challenges to enable good lives.		
Elective Strand – Diversional <u>and Recreational</u> Therapy			
8	Apply diversional <u>and recreational</u> therapy tools and strategies when working alongside tangata, family and/or whānau to enhance their spiritual, emotional and physical wellbeing.	50 credits	
Elective Strand – Mental Health and Addiction Support			
9	Apply mental health and/or addiction tools and strategies when working alongside tangata <u>whaiora</u> , family and/or whānau to support autonomy, foster hope, and develop resilience.	50 credits	
Elective Strand – Whānau, Community and Social Services			
10	Apply community and social services tools and strategies when working alongside tangata, family and/or whānau to support autonomy, identify goals, reduce vulnerability and build resilience or achieve aspirations.	50 credits	

TRANSITION INFORMATION/ HE KŌRERO WHAKAWHITI

Replacement information/ He kōrero mō te whakakapi	<p>This qualification replaced the <u>discontinued</u>: National Certificate in Social Services (Level 4) [Ref: 0250] National Certificate in Diversional Therapy (Level 4) [Ref: 0727] National Certificate in Social Service Work with Abuse Neglect and Violence (Level 4) [Ref: 0845] National Certificate in Tamariki Ora - Well Child Services (Level 4) [Ref: 1089] National Certificate in Employment Support (Level 4) [Ref:1173] National Certificate in Mental Health and Addiction (Level 4) [Ref: 1678] National Certificate in Community Support Services (Disability Information Provision) (Level</p>
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	<p>4) [Ref: 1406]. These have now been discontinued.</p>
<p>Additional transition information/ Kō ētahi atu kōrero mō te whakakapi</p>	<p>Version Information Version 2 of this qualification was published in February 2021 following a scheduled review. Please refer to Qualifications and Assessment Standards Approvals for further information.</p> <p>The last date for assessment for programmes leading to Version 1 is 31 December 2023. Any person who considers they have been disadvantaged by these transition arrangements may appeal to Careerforce at the address below. Appeals will be considered on a case-by-case basis. Careerforce, PO Box 2637, Wellington 6140 Email info@careerforce.org.nz.</p> <p>Version 3 of this qualification was published in February 2025 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 2 of this qualification is 31 December 2027. 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. Toitū te Waiora PO Box 445 Wellington 6140 www.toitutewaiora.nz Phone: 04 909 0356 Email qualifications@toitutewaiora.nz</p> <p>Version 3 of this qualification was published following a scheduled review. Please refer to Qualifications and Assessment Standards Approvals for further information.</p> <p>The last date for assessment for programmes leading to Version 2 is 31 December 2030. Any person who considers they have been disadvantaged by these transition arrangements may appeal to Toitū Te Waiora at the address below. Toitū Te Waiora PO Box 445</p>

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