



TOITŪ TE WAIORA
Community, Health, Education
and Social Services
Workforce Development Council

New Zealand Certificate in Health and Wellbeing (Level 2) [Ref: 2469-3]: Guidance Notes

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New Zealand Certificate in Health and Wellbeing (Level 2) [Ref 2469]

This document outlines recommended content for providers developing a programme of study leading to the New Zealand Certificate in Health and Wellbeing (Level 2) [Ref: 2469].

Note: where 'include' is indicated it should not be read as being exclusive. Other content relevant to learning outcomes may also be included within a programme. Toitū te Waiora are required to consider provider programmes for endorsement, before NZQA approval. For further information on this process visit: [Request programme endorsement - Toitū te Waiora \(toitutewaiora.nz\)](https://www.toitutewaiora.nz)

Qualification Definitions

- **Culturally inclusive/safe support** (as referenced in Graduate Profile Outcome 4 (GPO4), unit standard (US) 28529 and defined within the Ngā Paerewa Health and Disability Services Standard NZS 8134:2021):
 - to practise cultural safety, healthcare and support workers acknowledge and address their own biases, attitudes, assumptions, stereotypes, prejudices, structures and characteristics that may affect the quality of service provided (self-reflection)
 - requires workers to examine themselves and the potential impact of their own culture in their interactions with people using a service (self-reflection)
 - culture refers to more than ethnicity, it may reflect (but is not limited to) factors such as age, disability, spiritual beliefs, sexual orientation, ethnicity, beliefs or values
 - take the needs of different people into account by respecting a person's life choices
 - tikanga practices may include but are not limited to – correct pronunciation of names, places, greetings, mana (demonstrate respect for other person), manaaki (kindness, respect, take care of) tapu (sacred) and noa (not sacred), use of te reo.
- **Relevant work experience** (as referenced within the general conditions for programme):
 - minimum 80 hours of relevant work experience (paid or unpaid) must be in a role where the skills and GPO outcomes can be applied to real work situations to demonstrate competence
 - cannot be completed in a simulated environment
 - recommended that practicum component is completed towards the end of the programme
 - relevant roles must be in a health or wellbeing setting and work alongside others (external to organisation) to provide physical, social or emotional support.



Programmes should reference to the following:

- [Health and Disability Commissioner \(Code of Health and Disability Services Consumers' Rights\) Regulations 1996](#)
- Te Tiriti o Waitangi
- [Ngā Paerewa Health and Disability Services Standard](#)
- [Health and Disability Services \(Safety\) Act 2001](#)
- [Health and Safety at Work Act 2015](#)
- [Human Rights Act 1993](#)
- United Nations Treaties
- [Privacy Act 2020](#)
- [Pae Ora \(Healthy Futures\) Act 2022](#) and [6 strategies](#)
- Māori models of health - Te Whare Tapa Whā, Te Wheke, Te Pae Mahutonga
- Pacific models of health - Kakala model, Fa'afaletui model, Ta and Va model, Fonua model, Fonofale model, Te Vaka Atafaga, Tivaevae model
- [Enabling Good Lives](#) (EGL) principles
- Work based delivery - workplace policies and procedures.

Role descriptions

Home and Community Support Work	Provide quality, compassionate and strength-based assistance alongside people in their own homes. Provide personal, social, health and household support so people can maximise their independence and live the life they wish to live.
Health Care Assistant (HCA)	Develop respectful relationships with residents and whānau to deliver individual care plan needs, support a safe environment and encourage independence. The role works under the delegation and direction of a Registered Nurse alongside other clinical professionals to deliver basic care as directed.
Disability Support	Providing support to enable good lives. This includes supporting people to lead meaningful lives and achieve their personal goals; to be safe, make informed choices, learn new skills, maintain and increase independence, stay healthy and well, and connect with community and family.



Graduate profile outcomes (GPOs)

1: Perform introductory person-centred tasks and functions in a health or wellbeing setting, providing respectful, safe and inclusive support.

Credits: 20

Programme content can include:

- Te Tiriti o Waitangi
- person-centred support
- strengths-based support
- goals-centred support and working to a care plan
- caring values and ethical behaviour
- effective communication and building effective working relationships
- safely maximising a person's independence
- basic first aid
- infection prevention and control
- identification and minimisation of health, safety and security hazards in the workplace (residential, private homes, community)
- dealing with an emergency, including procedures for reporting
- the social model of disability and Enabling Good Lives principles (EGL)
- providing personal care needs including eating/drinking, medications, hygiene and homecare
- safe moving and handling of equipment and people
- managing and reporting falls
- pre-packaged medication, delivery support and associated risks
- tools to manage workload including use of workplace technology relevant to the role
- self-care and ways to manage own wellbeing
- strategies for managing challenging behaviour and reflecting on own response to behaviour
- responding to a death in the workplace and managing own grief and loss in the workplace.

Application of knowledge:

- learners/ākonga must demonstrate competence of the above within the core tasks of their role, in a workplace setting.



2. Work within the responsibilities and boundaries of own role in a health or wellbeing setting.

Credits: 5

Programme content can include:

- a person's rights
- support worker role specific to the workplace and/or service delivery location
- role boundaries in relation to other roles within the workplace and what to do if those role boundaries are challenged
- building effective relationships with colleagues, whānau/family, professionals and other parties who support a person's wellbeing
- protecting confidentiality of person(s) supported, family/whānau, colleagues
- relevant legislation and codes, workplace policies and procedures.

Application of knowledge:

- learners/ākonga must demonstrate an understanding the support worker role, role boundaries, and the ability to build effective relationships with colleagues in a workplace environment.



3. Recognise and report health or wellbeing risks and changes in a person and their whānau and/or family.

Credits: 5

Programme content can include:

- changes to a person including physical, emotional, environmental and mental
- risks that may impact upon a person's wellbeing
- types of abuse, neglect, and violence in a health and wellbeing setting
- impact of changes and risks on a person's wellbeing
- impact of changes and risks on a support worker's wellbeing
- processes for reporting and recording changes, risk, and abuse in the workplace.

Application of knowledge:

- learners/ākonga must demonstrate the ability to identify changes, risks, and possible abuse, and processes for reporting and recording issues as appropriate to their workplace.



4. Communicate in a culturally inclusive manner to support a person's health or wellbeing.

Credits: 10

Programme content can include:

- caring, respectful and empathetic behaviour
- confidently communicating using a person's preferred method of communication, using language and terminology understood by a person, whānau, and other professionals
- verbal and written reports on the person being supported
- culturally inclusive support (culturally safe support as referenced in US 28529) see definition
- communication challenges/barriers and how they may impact on support
- how to overcome communication challenges.

Application of knowledge:

- learners/ākonga must demonstrate the ability to clearly communicate in the workplace and offer support that is culturally inclusive and appropriate.



Appendix - Level 2 Graduate Profile Outcomes (GPOs) and Unit Standard Matrix

This table indicates how unit standards could be mapped to GPOs.

GPO1	GPO2	GPO3	GPO4
20 credits	5 credits	5 credits	10 credits
28519 (6 credits)	23451(5 credits) Core	28517 (5 credits) Core	28518 (5 credits)
Core23452 (3 credits)			Core28529 (5 credits)
23686 (2 credit)			Core
Elective unit standards dependent upon role			
16870 (4 credits) Demonstrate knowledge of intellectual disability and support the needs of a person with an intellectual disability			
20826 (3 credits) Demonstrate knowledge of infection control requirements in a health or wellbeing setting			
23386 (5 credits) Support a person to meet personal care needs in a health or wellbeing setting			
23685 (2 credits) Demonstrate knowledge of pre-packaged medication and the process for use in a health or wellbeing setting			
23925 (6 credits) Support, mentor, and facilitate a person to maintain and maximise independence in a health or wellbeing setting			
26978 (4 credits) Support a person to eat and drink in a health or wellbeing setting			
26979 (2 credits) Identify the appropriate immediate response to the death of a person in a health or wellbeing setting			
26982 (4 credits) Demonstrate knowledge of communication with a person with a communication disability in a health or wellbeing setting			
28545 (5 credits) Apply personal plan requirements to meet the needs of a person in a health or wellbeing setting			
28546 (5 credits) Demonstrate knowledge of incontinence and interventions to assist a person in a health or wellbeing setting			
28548 (3 credits) Support a person's wellbeing and quality of life in a health or wellbeing setting			