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

New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [Ref: 2989-3]: Guidance Notes

Version 1 – January 2025

New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [Ref: 2989]

This document outlines recommended content for providers developing a programme of study leading to the New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [Ref: 2989].

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)**

Qualification definitions

- **Culturally inclusive/safe support** (as referenced in Graduate Profile Outcome 1 (GPO1) and defined within Ngā Paerewa Health and Disability Services Standard NZS 8134:2021):
  - o to practise cultural safety, workers acknowledge and address their own biases, attitudes, assumptions, stereotypes, prejudices, structures and characteristics that may affect the quality of service provided (self-reflection)
  - o requires workers to examine themselves and the potential impact of their own culture in their interactions with people using a service (self-reflection)
  - o 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
  - o take the needs of different people into account by respecting a person's life choices
  - o 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):
  - o minimum 200 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
  - o learner must be able to apply own lived experience to demonstrate peer support principles and values within the role
  - o learner must develop a self-care plan during work experience
  - o recommended that the practical component is delivered after learning about self-care, self-reflection, boundaries and supervision
  - o can not be completed in a simulated environment.

Programmes should consider 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**
- **Pae Ora (Healthy Futures) Act 2022**
- **Human Rights Act 1993**
- **Misuse of Drugs Act 1975**
- **Mental Health Act (Compulsory Assessment and Treatment) 1992**
- **Substance Addiction (Compulsory Assessment and Treatment) Act 2017**
- United Nations Treaties
- **Privacy Act 2020**
- 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
- Te Pou **Let's Get Real** framework and **Seven Real Skills** for the mental health and addiction and peer support workforce
- **Te Pou Peer Workforve Values**.

Graduate profile outcomes (GPOs)

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.

Credits: 15

Programme content can include:

- engaging and communicating in a culturally appropriate and safe way
- respecting lived experience, self-knowledge and self-determination
- building authentic, purposeful and effective relationships in peer support
- evaluating strategies for engaging in purposeful and authentic peer support relationships
- identifying supports and potential barriers within whānau and family and other natural supports
- Peer Support role responsibilities and how the role connects and/or engages with tangata whānau, family or other person (in case of no whānau/family)
- holistic needs and their impact on health and wellbeing and provision of support
- stigma, discrimination and/or a disabling society
- identifying community networks that support health and wellbeing.

Application of knowledge:

- learners/ākonga must demonstrate the ability to communicate clearly and effectively engage in a peer support relationship that respects the culture, lived experience and self-knowledge of the person they are supporting, their family and whānau.

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.

Credits: 15

Programme content can include:

- Te Tiriti o Waitangi in the health and wellbeing context
- the benefits of a bicultural approach to the health and wellbeing outcomes of the person being supported
- knowledge of the impacts of colonisation on the health and wellbeing of tangata whenua
- the impact of colonisation on own role and peer support practice
- knowledge of tikanga and kawa and how to apply these in peer support work practice
- community support services available to support tangata whenua
- peer-whānau dynamics and interconnectedness
- peer support boundaries.

Application of knowledge:

- learners/ākonga must be able to apply Te Tiriti o Waitangi principles into practice and explain the impacts of colonisation upon tangata whenua and own role
- learners/ākonga must demonstrate a bicultural approach, cultural inclusivity, safety, awareness, support and the application of kawa and tikanga when providing support to tangata whenua.

3: Demonstrate self- awareness, reflective practice, personal leadership and self-care in the context of peer support to provide peer support services.

Credits: 10

Programme content can include:

- identifying own strengths and weaknesses and opportunities for growth
- self-reflection and how to apply reflective practices in peer support
- application and evaluation of self-reflection
- the key differences between self-reflection vs self-awareness
- how reflective practice contributes to self-awarenesspersonal leadership – attitudes and behaviours that model leadership qualities in peer support
- self-care for peer support workers
- developing and maintaining a self-care plan
- benefits of supervision
- strategies to maintain personal wellness.

Application of knowledge:

- learners/ākonga must be able to demonstrate and apply and evaluate self-reflection using models, strategies and feedback to strengthen their peer support practice.

4: Apply knowledge of organisational, ethical, legal and professional boundaries to provide support as a peer support worker.

Credits: 15

Programme content can include:

- applying professional and ethical behaviour in peer support
- legislation relevant to working safely in peer support
- a person's rights
- knowledge of Peer Workforce Values (see GPO5)
- knowledge of service philosophies and models of support
- principles under which a service operates.

Application of knowledge:

- learners/ākonga must demonstrate safe, ethical and professional behaviour to ensure the safety of self and others according to organisational standards when providing peer support.

5. Critically draw on own lived experience to support tangata with similar experience, as a peer support worker.

Credits 10

Programme content can include:

- identifying features of own culture, life experience and lived experience in peer support
- purpose and impact of sharing this with a person accessing peer support
- identifying own strengths in relation to peer work
- **Peer workforce values**:
    - **Mutuality** – the authentic two-way relationships between people through 'the kinship of common experience'.
    - **Experiential knowledge** – the learning, knowledge and wisdom that comes from personal lived experience of mental health and addiction needs, recovery and wellbeing.
    - **Self-determination** – the right for people to make free choices about their life, including what others may see as 'poor choices' and to be free from coercion on the basis of their mental health or addiction needs.
    - **Participation** – the right for people to participate and lead in mental health and addiction services, in their own treatment and recovery and including in the development or running of services.
    - **Equity** – the right of people who experience mental health and addiction needs to have fair and equal opportunities and to be free of discrimination.
    - **Recovery and hope –** the belief that there is always hope and that resiliency, meaningful recovery and wellbeing is possible for everyone.
- utilising supervision in peer support to develop critical analysing skills.

Application of knowledge:

- learners/ākonga must be able to draw on their own lived experience and peer support values to provide safe support to tangata with similar lived experience.

6. Engage, build, maintain and complete mutual and authentic relationships for the wellbeing of tangata with similar lived experience, as a peer support worker.

Credits 15

Programme content can include:
- establishing a purposeful relationship in peer support
- establishing authentic relationships
- Peer Workforce Values (see GPO5)
- maintaining purposeful working relationship in peer support
- using supervision in peer support.

Application of knowledge:

- learners/ākonga must establish and maintain a purposeful relationship with a person accessing peer support.

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.

Credits 40

Programme content can include:

- aspirations and goal setting in peer support (short term and long term)
- societal barriers to achieving aspirations - issues and concerns
- reframing circumstances in peer support
- strategies for achieving aspirations in peer support
- identifying and accessing resources to support aspirations
- characteristics and key concepts of a peer relationship
- importance of self-determination in a peer relationship
- factors that can impact on resilience on a person accessing peer support
- applying equity in a peer relationship, recognising the difference between equity and equality
- the evolution of peer work in Aotearoa New Zealand
- peer relationships and the role of peer work in Aotearoa New Zealand
- peer values that underpin peer relationships
- peer work approaches in Aotearoa New Zealand
- relational safety and safeguards in peer support
- types and purpose of supervision in peer support, including peer supervision
- professional boundaries in peer support work
- privacy and information sharing in peer support work
- privacy legislation.

Application of knowledge:

- learners/ākonga must work alongside a person accessing peer support to reframe their circumstances and identify, develop, and review progress towards meeting aspirations whilst ensuring they develop appropriate boundaries in their work.