



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

# **New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) (Level 4) [Ref: 2990-3]: Guidance Notes**

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## **New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) (Level 4) [Ref: 2990]**

This document outlines recommended content for providers developing a programme of study leading to the New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) (Level 4) [Ref: 2990].

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**

- **Respect for socio-cultural identity and practice** (as referenced in Graduate Profile Outcome 1 (GPO1), GPO2 and defined within Ngā paerewa standard NZS8134:2021):
  - 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 400 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
  - must be in a primary care setting, working as part of a multi-disciplinary team carrying out both clinical and non-clinical tasks
  - cannot 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**
- 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
- Workplace policies and procedures.



## **Graduate profile outcomes (GPOs)**

**1: Engage and communicate with tangata, family and/or whānau accessing primary care services in a manner which respects their socio- cultural identity, experiences and self-knowledge.**

**Credit: 15**

Programme content can include:

- identity, values, culture and working with difference and diversity
- cultural inclusivity, safety, awareness and providing support
- person-centred support, strengths-based support and relationship-centred support
- self-awareness and self-knowledge
- healthy conversations about health
- strategies to overcome communication barriers
- application of models and approaches to service delivery
- Māori and Pacific models of health
- health inequity, discrimination and barriers to access quality healthcare
- meeting the needs of the disabled community, deaf community, vision impaired community, aged care community
- identifying a person's circumstances and the unique impacts upon their health and wellbeing
- building effective relationships with colleagues, whānau/family, other health professionals within the boundaries of own role
- the PCPA role and how it connects and/or engages with a person's whānau, family or other person (in case of no whānau/family)
- supporting a person's needs in accordance with organisational policies and procedures.

Application of knowledge:

- learners/ākonga must demonstrate the ability to engage and communicate, actively apply self-reflective practices to adapt to build effective relationships with person(s) receiving support and whānau, providing culturally inclusive support within the boundaries of own role.



## **2. Apply knowledge of Te Tiriti o Waitangi to honour the history and context of Māori as tangata whenua and knowledge of person-whānau interconnectedness to own role.**

### **Credit: 15**

Programme content can include:

- Te Tiriti o Waitangi principles into practice
- equity in health
- the impacts of colonisation on the health of tangata whenua
- Māori and Pacific models of health and how they are applied in primary care service delivery
- understand the impact of colonisation on own role and own practice
- knowledge of the interconnectedness between individuals and whānau
- knowledge and application of cultural inclusivity, safety, awareness and support
- the benefits of a bicultural approach to the health and wellbeing of the person being supported
- identify local cultural supports and community support services
- knowledge and implementation of tikanga and kawa in support work practice
  - Whakaatu
  - Powhiri
  - Whānau hui
  - Tangi hanga
  - Hui
  - Poroporoaki
  - Kawe mate.

Application of knowledge:

- learners/ākonga must apply Te Tiriti principles throughout their engagement and when conducting delegated clinical tasks, providing safe and culturally inclusive and respectful primary care.



### **3. Actively contribute to a culture of professionalism, safety and quality.**

#### **Credit: 15**

Programme content can include:

- a person's rights
- managing challenging situations
- collaborative working within multi-disciplinary and inter-disciplinary teams
- benefits and barriers of working in a multi-disciplinary and inter-disciplinary team
- strategies to manage conflict when working in multi-disciplinary and inter-disciplinary teams
- protecting confidentiality of person(s) supported, family/whānau, colleagues
- identify ethical issues and processes for managing ethical challenges
- challenging conversations with colleagues, patients and their family and whānau
- de-escalation skills
- maintain personal safety
- advocacy
- safe, quality document management processes
- infection control procedures, PPE, waste management
- knowledge of family violence, sexual violence and how to respond and report
- first aid.

Application of knowledge:

- learners/ākonga must understand what quality care, professionalism and ethical behaviour is and demonstrate this through their work.



#### **4. Reflect upon and explain how actions within own role can influence equitable outcomes.**

##### **Credit: 10**

Programme content can include:

- self-reflective practice and its importance in a health care context
- socioeconomic determinants of health
- achieving equitable outcomes in health
- understanding how your role contributes to improving health outcomes
- effective workplace communication with colleagues, multi-disciplinary team, person(s) being supported and their whānau or appointed support person
- adapting own behaviour and communication styles to communicate using a person's preferred method of communication, using language and terminology understood by a person, whānau, and other professionals
- demonstration of consistent caring, respectful and empathetic behaviour
- how medical administration systems enhance service delivery and protect patient rights and confidentiality
- effectively manage challenging behaviour with the implementation of positive behaviour support strategies
- reporting within the role and evaluate own contribution to the effectiveness of reporting
- self-care and ways to manage own wellbeing
- effective feedback, how to empower others as well as receive constructive feedback.

Application of knowledge:

- learners/ākonga must demonstrate the ability to communicate effectively, reporting relevant information to other team members to ensure the ongoing wellbeing of the person being supported in a respectful and ethical manner
- learners/ākonga must demonstrate how their actions can contribute towards equitable outcomes.



## **5. Apply knowledge of primary care to support people, family and/or whānau, and a healthcare team.**

### **Credit: 25**

Programme content can include:

- the role of primary care within the wider health sector
- achieving equity in health
- funding sources for primary care
- primary care service delivery
- current public health initiatives
- complimentary medicine and its role in supporting wellbeing
- different service philosophies and delivery models within health
- medical terminology and abbreviations,
- clinical reporting and note taking
- poor health outcomes, modifiable factors and encouraging wellness
- holistic needs
- anatomy and physiology
- key health indicators
- the benefits of tele-health
- patient portals.

Application of knowledge:

- learners/ākonga must understand the primary care system and be able to support others in the workplace to achieve equitable outcomes.





## **6. Perform routine clinical tasks under direction and delegation of a health professional.**

### **Credit: 20**

Programme content can include:

- perform routine observations and clinical tasks (as directed) ensuring consent is obtained and the procedure is clearly explained to the person
- clinical tasks could include:
  - monitoring blood pressure, blood sugar levels
  - wound management techniques and dressings
  - medication administration and management
  - pain management
- understand the impacts and support needs of specific conditions including:
  - long-term conditions
  - chronic conditions
  - bariatric care
  - frailty
  - spinal injury
  - brain injury
  - neurodiversity
  - neurological conditions e.g. dementia, Parkinson, motor neurone disease
- accurate reporting of results, understanding results
- using workplace information technology systems and patient portals
- anatomy and physiology
- observe and respond to changes and/or symptoms, perform observations
- ways to increase efficiency in primary care.

Application of knowledge:

- learners/ākonga must safely carry out clinical tasks as directed ensuring that the correct process is followed, and the task is accurately reported as instructed by a registered health professional.



## **7. Contribute to the effective functioning of primary care administration and quality systems.**

### **Credit: 20**

Programme content can include:

- medical administration tasks and processes
- ethical practice within medical administration
- legal requirements
- professional expectations
- Interpersonal skills within a medical administration environment, working as part of a multi-disciplinary team
- clinical documentation and effective record keeping
- provision of quality care and service
- accounting processes and record keeping
- importance of quality assurance and safety within primary care
- leadership values, principles and qualities, including peer, mentoring, coaching and buddying both formal and informal
- personal leadership opportunities in a health and wellbeing setting
- contribute to organisational improvement
- critical thinking
- effective feedback
- importance of self-care and ways to manage own wellbeing.

Application of knowledge:

- learners/ākonga must demonstrate capability to manage self to meet the expectations of the role ensuring that both clinical and administrative tasks are undertaken accurately.