



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

New Zealand Certificate in Health and Wellbeing (Rehabilitation Support) (Level 4) [Ref: 2991-3]: Guidance Notes

Version 1 – January 2025



New Zealand Certificate in Health and Wellbeing (Rehabilitation Support) (Level 4) [Ref: 2991]

This document outlines recommended content for providers developing a programme of study leading to the New Zealand Certificate in Health and Wellbeing (Rehabilitation Support) (Level 4) [Ref: 2991].

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

Relevant work experience (as referenced within the general conditions for programme):

- minimum 200 hours of relevant work experience (paid or unpaid) must be in a rehabilitation support setting for example, brain injury
- must be in a role where the learner can demonstrate working alongside people with a focus on supporting a person during their rehabilitation or living the best life possible
- cannot be completed in a simulated environment.
- for off job programmes it is recommended that the practicum component is completed towards the end of the programme.



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. Work collaboratively with health and wellbeing professionals and others to support a person to rehabilitate and/or live the best life possible.

Credit: 20

Programme content can include:

- different settings where rehabilitation occurs
- understanding and identifying challenges and barriers to rehabilitation
- roles and responsibilities within rehabilitation teams
- collaborative working within multi-disciplinary and inter-disciplinary teams
- benefits and potential barriers of working in a multi-disciplinary and inter-disciplinary team
- strategies to manage conflict when working in multi-disciplinary and inter-disciplinary teams
- understanding how your role connects and/or engages with a person's whānau, family or other person (in case of no whānau/family)
- adapting own behaviour and communication styles to ensure positive relationships
- working to support a person's needs in accordance with organisational policies and procedures
- working alone and in people's homes versus working in a community setting
- knowledge of key injuries, conditions or impairments and their impacts upon the person and their whānau.

Application of knowledge:

- learners/ākonga must demonstrate clear communication, the ability to work collaboratively, and build effective relationships to meet the needs of the person being supported.



2. Actively contribute to a culture of professionalism, safety and quality improvement in a health and wellbeing organisation.

Credit: 10

Programme content can include:

- demonstrating professional and ethical behaviour in a rehabilitation setting
- professional and ethical issues, in rehabilitation settings
- understanding professional boundaries
- protecting confidentiality
- a person's rights
- understanding inequity and discrimination and working to support equitable outcomes
- cultural inclusivity, safety, awareness and support
- application of organisational standards
- health and safety and risk management processes
- enacting the organisations service philosophy
- identifying and reporting opportunities for continuous improvement
- adapting standard operating procedures
- challenging behaviour, de-escalation techniques and ways to respond.

Application of knowledge:

- learners/ākonga must effectively contribute to a culture of professionalism, safety and quality when working alongside people in a rehabilitation setting.



3. Provide leadership and/or education or training support in a health or wellbeing setting.

Credit: 10

Programme content can include:

- leadership values, principles and qualities, including peer, mentoring, coaching and buddying both formal and informal
- personal leadership opportunities in a health and wellbeing setting
- demonstration of leadership values and actions in the workplace
- purpose and benefits of supervision and self-reflection
- contribute to organisational improvement
- critical thinking
- effective feedback
- demonstration of initiative in the workplace
- work unsupervised
- self-care and ways to manage own wellbeing
- dealing with ethical challenges effectively.

Application of knowledge:

- learners/ākonga must understand different forms of leadership and demonstrate personal leadership within the workplace, demonstration of people leadership is only necessary if the role allows.



4. Work alongside people, and/or their natural supports, family and/or whānau in a supportive and/or rehabilitation setting to maximise independence and achieve their rehabilitation or maintenance goals.

Credit: 30

Programme content can include:

- demonstration of consistent caring, respectful and empathetic behaviour
- providing support towards rehabilitation goals as per the plan with guidance from a registered health professional
- effective workplace communication with colleagues, multi-disciplinary team, persons 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
- ongoing self-reflective practice
- using relevant workplace technology to enhance service delivery and protect patient rights and confidentiality
- effectively manage challenging behaviour with the implementation of positive behaviour support strategies and self-reflect on own actions
- de-escalation skills
- maintain personal safety
- conflict management
- advocacy
- demonstration of effective reporting, carry out reporting as required within the role and evaluate own contribution to the effectiveness of reporting.

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.



5. Apply relevant skills and knowledge to support a person living with or undertaking rehabilitation from an injury or a long-term health condition.

Credit: 50

Programme content can include:

- demonstrate application of person-centred, strengths-based and relationship-centred support
- holistic needs and how they impact upon a person with an injury
- supporting someone with change, motivating skills and encouraging behaviour change
- demonstrated application of cultural inclusivity, safety, awareness and support
- contribute to development, implementation, review and updating of support plans and risk management plans
 - assess plan effectiveness and report and review as required
- understanding complex needs and the management of co-existing conditions including strategies to support these
- understanding of acute conditions, their impacts and strategies to support a person with an acute condition
- understanding of chronic conditions, their impacts and strategies to support a person with a long-term condition
- understanding and application of relevant models and approaches to service delivery, including Māori and Pacific models of health
- understand inequity and discrimination and deliver services equitably
- respond appropriately to the needs of the disabled community, deaf community, vision impaired community, aged care community
- knowledge of a person's injury or condition.

Application of knowledge:

- learners/ākonga must demonstrate knowledge of the various conditions and their workplace policies and procedures to provide person-centred care in the workplace.