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

New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Health Work; Disability Support; Diversional and Recreational Therapy; Mental Health and Addiction Support and Whānau, Community and Social Services [Ref: 2992-3]: Guidance Notes

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New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Health Work; Disability Support; Diversional Therapy; Mental Health and Addiction Support and Whānau Community and Social Services [Ref: 2992]

This document outlines recommended content for providers developing a programme of study leading to the New Zealand Certificate in Health & Wellbeing (Social and Community Services) (Level 4) [Ref: 2992]. We reccomend that programmes are designed to reflect the unique contexts of each of the different strands.

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](#)

Diversional and Recreational Therapy regulatory requirements

This qualification is a requirement for Diversional and Recreational Therapists to obtain professional registration and their Annual Practising Certificate with the **New Zealand Society of Diversional and Recreational Therapy.**

Other requirements for the qualification

Under The Children's Act 2014 children's worker safety checks may be required for learners/ākonga who are working with children/young people or vulnerable people to ensure the safety of the child/young person/person they are supporting.

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):
  - 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
  - must be in a role relevant to the strand for which the learner is completing i.e. Diversional Therapy or Mental Health and Addiction
  - 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**
- 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
- **Children's Act 2014**
- Ara Taiohi: **Mana Taiohi** principles and **Code of Ethics** for youth workers in Aotearoa New Zealand
- Te Pou **Let's Get Real** framework and **Seven Real Skills** for the mental health and addiction workforce
- **Mental Health Act (Compulsory Assessment and Treatment) 1992**
- **Substance Addiction (Compulsory Assessment and Treatment) Act 2017**
- **Family Violence Act 2018**
- work-based delivery - workplace policies and procedures.

Graduate profile outcomes (GPOs)

1: 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.

Credit: 15

Programme content can include:

- holistic needs and their impact on health and wellbeing
- factors that impact on health and wellbeing such as: housing, income, economic environment, physical wellbeing, education, social supports, mental and emotional wellbeing, identity, community and violence/sexual violence
- stigma, discrimination and/or a disabling society
- individual perspectives, contexts and experiences and how they impact upon wellbeing
- knowledge of the communication processes and barriers and strategies to overcome any barriers
- interpersonal and non-verbal communication skills
- effective listening skills and feedback
- culturally appropriate engagement
- person-centred and strengths-based support
- demonstration of building trust and rapport
- establish and maintain intentional relationships
- self-reflecting on communication interactions and practice
- adapting communication methods, language and/or style to meet a person's needs
- communicating to support the self-determination of the person being supported
- identifying intended outcomes and supporting the achievement of intended outcomes.

Application of knowledge:

- learners/ākonga must engage and communicate in a culturally appropriate way that supports and respects the experience, self-knowledge and self-determination of the person being supported.

2. 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.

Credit: 15

Programme content can include:

- the impacts of colonisation on the health and wellbeing of tangata whenua
- understand the impact of colonisation on own role and practice
- knowledge of the interconnectedness between individuals and whānau
- knowledge and application of cultural inclusivity, safety, awareness and support
- apply Te Tiriti o Waitangi principles into practice
- 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 demonstrate an understanding of the impacts of colonisation, a bicultural approach, cultural inclusivity, safety, awareness, support and the application of kawa and tikanga in the context of their role when providing support.

3. Demonstrate self-awareness, reflective practice, self-management, personal leadership and self-care in a health and wellbeing setting.

Credit: 15

Programme content can include:

- self-reflective practice, its importance in developing self-awareness and benefit to people being supported
- approaches and models used to support self-reflective practice
- identifying own strengths and weaknesses as an opportunity for growth, self-improvement, gaining insight and developing self- awareness
- self-care tools and strategies and the importance of self-care in health and wellbeing
- developing a self-care plan
- reflective practice to ensure provision of culturally safe practice
- barriers and challenges to reflective practice
- trauma-informed approach to reflective practice
- personal and professional boundaries
- personal and professional leadership values, attitudes, behaviours and qualities
- demonstration of leadership in the workplace
- supporting the development of colleagues and empowering others
- identifying and addressing areas for competency development
- critical thinking
- solution-seeking skills.

Application of knowledge:

- learners/ākonga must be able to demonstrate application of personal leadership, self-awareness, self-care and reflective practice and its relevance to providing support.

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

Credit: 15

Programme content can include:

- professional and ethical behaviour in social services support work
- understanding of professional boundaries and safe practice
- protecting confidentiality
- ethical challenges and equity
- cultural inclusivity, safety, awareness and support
- understanding inequity and discrimination and working to support equitable outcomes
- relevant legislation for working safely, relevant to the different settings and strands
- relevant standards, guidelines and organisational policies and procedures
- health and safety and risk management processes
- opportunities for continuous improvement
- trauma-informed approaches
- challenging behaviour, de-escalation techniques and ways to respond
- identifying risk, developing and evaluating risk management plans
- knowledge of family violence sexual violence and how to respond and report.

Application of knowledge:

- learners/ākonga must demonstrate safe, ethical and professional behaviour in the workplace, ensuring the safety of self and others according to organisational standards and workplace policy.

5. Use knowledge of the aims and purpose(s) of the wider health and wellbeing sectors to reflect on their impact on own role.

Credit: 10

Programme content can include:

- knowledge of the current health and wellbeing sector
- priorities and initiatives in the health and wellbeing sector – can include but is not limited to:
  - o government policies, strategies, plans, trials, directives
  - o drivers for change in the health and wellbeing sector
  - o sector peak body initiatives and/or policy groups
- health goals and working towards Pae Ora
- impact of initiatives on health and wellbeing
- challenges such as funding, inequity, growing population, workforce shortages, primary care, rural services, and changing models of care
- implications of the priorities and challenges in the health and wellbeing sector on support work role in Aotearoa New Zealand
- challenges in the health and wellbeing sector and impacts on people, family and whānau
- dynamics of family violence and sexual violence and strategies to reduce harm.

Application of knowledge:

- learners/ākonga must be able to outline current key priorities and challenges in the health and wellbeing sector in Aotearoa New Zealand and the implications this has on their own role and support work practice.

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.

Credit: 50

Programme content can include:

- how own role contributes to the health and wellbeing outcomes
- knowledge of Aotearoa New Zealand health and wellbeing sector
- working towards Pae Ora
- equity in health
- legislation relevant to own role
- critical thinking, consequences and solutions.

Elective strand – **Disability Support**

7. 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.

Credits: 50

Programme content can include:

- knowledge of relevant conditions
- social model of disability
- Enabling Good Lives principles
- person-directed goal setting, identifying challenges and solutions
- contributing to planning, assessment and evaluation
- observing and responding to change
- use of relevant model(s) and approaches
- understanding disability, health and wellbeing policies and initiatives
- knowledge of abuse and violence within the disability environment
- working in residential care or the community.

Elective strand – **Diversional and Recreational Therapy**

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

Credits: 50

Programme content can include:

- knowledge of relevant health conditions
- dementia awareness and strategies for engagement
- developing, implementing, evaluating and adapting plans
- observing and responding to changes
- knowledge of grief and loss
- using tools and strategies to implement relevant model(s) and approaches
- knowledge of key service philosophies
- provision of services in different settings: aged care, disability, mental health and/or addiction, corrections, or social services
- working in different settings: justice, hospital, residential care or the community.

Elective Strand – **Mental Health and Addiction Support**

9. 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.

Credits: 50

Programme content can include:

- knowledge of relevant conditions
- Seven Real Skills
- providing support to enable autonomy, foster hope, and build resilience
- trauma-informed approach
- knowledge of potential impacts of complex conditions and existing personal issues
- behavioural support
- risk factors and signs of distress and strategies for intervention
- goal setting and identifying barriers
- planning, observing, assessment and evaluation
- relevant model(s) and approaches.

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.

Credits: 50

Programme content can include:

- service philosophies
- assisting with planning, goal identification, implementation and evaluation
- identifying, assessing and responding appropriately to issues of abuse, neglect and family violence and sexual violence
- trauma-informed care
- Seven Real Skills for mental health and addiction
- human development and life stages
- Attachment Theory
- child protection – risks, responsibilities and reporting
- mentoring and supporting
- observing and responding
- using tools and strategies to implement relevant model(s) and approaches
- knowledge and purpose of professional supervision.