



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

New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4) [Ref: 4108-2]: Guidance Notes

Version 1 – January 2025



New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4) [Ref: 4108]

This document outlines recommended content for providers developing a programme of study leading to the New Zealand Certificate in Health and Wellbeing (Advanced Care and Support) (Level 4) [Ref: 4108].

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 1 (GPO1) and defined within Ngā Paerewa Health and Disability Services Standard NZS 8134:2021):
 - 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)
 - 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/significant experience and capability** (as referenced within the general conditions for programme):
 - learners should already hold New Zealand Certificate in Health and Wellbeing (Level 3) [Ref: 2470] or an overseas equivalent qualification
 - if the learner does not hold the qualification above the learner must have significant experience, considered as a minimum of three years' working as a health care assistant (HCA) or support worker



- the learner needs to demonstrate the following skills and experience upon entry:
 - working with complex clients
 - recognise and respond to signs of change, vulnerability and abuse
 - demonstrate ethical and professional behaviour as expected of an experienced worker
 - consistently ensure that workplace policies and procedures are adhered to
- minimum 200 hours of relevant work experience (paid or unpaid) must be in a leadership health care assistant role where the skills and GPO outcomes can be applied to real work situations to demonstrate competence
- 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](#)**
- **[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 members of a multi-disciplinary team, other service providers, and the whānau and/or family of a person with complex needs to support the person's health and wellbeing

Credit: 10

Programme content can include:

- 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 contributes to the overall health and wellbeing of the person being supported
- understanding how your role connects and/or engages with the person's whānau, family or other person (in case of no whānau/family)
- understanding and identifying a person's circumstances and the unique impacts upon their health and wellbeing
- demonstration of building effective relationships with colleagues, whānau/family, other health professionals within the boundaries of own role
- adapting own behaviour and communication styles to ensure positive relationships and health outcomes
- working to support a person's needs in accordance with organisational policies and procedures
- for home and community support worker programmes there must be consideration of the unique context of working alone and in people's homes.

Application of knowledge:

- learners/ākonga must demonstrate the ability to work collaboratively alongside others to meet the needs of the person being supported
- learners/ākonga must demonstrate clear communication, the ability to apply self-reflective practices to adapt their communication style to building effective relationships with colleagues, health professionals, service users and whānau and provide culturally inclusive support and appropriate within the boundaries of own role.



2. Support registered health professionals by carrying out delegated clinical tasks in a health and wellbeing setting.

Credit: 25

Programme content can include:

- application of person-centred, strengths-based support and relationship-centred support
- observe and respond to changes, through effective reporting and recording under the direction and delegation of a health professional
- perform routine observations and clinical tasks as directed ensuring the appropriate consent is obtained and the person understands the clinical task being undertaken
- 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
- contribute to development, implementation, review and updating of a person's plans and risk management plans
 - assess plan effectiveness and report and review as required.

Application of knowledge:

- learners/ākonga must effectively carry out delegated clinical tasks as directed by a health professionals providing safe and culturally inclusive and respectful care within the workplace



3. Apply knowledge of health and wellbeing conditions and organisational processes to implement culturally inclusive person-centred/relationship-centred approaches to care for and support a person with complex needs in a health and wellbeing setting

Credit: 55

Programme content can include:

- application of cultural inclusivity, safety, awareness and support
- 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
- identify ethical issues and processes for managing ethical challenges
- 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
- protecting confidentiality of person(s) supported, family/whānau, colleagues
- in depth knowledge of relevant conditions including but not limited to:
 - dementia
 - COPD
 - arthritis
 - brain injury
 - vision and hearing loss
 - neurodiversity
 - bariatric care
 - spinal injury
 - diabetes
 - heart disease
 - stroke
 - mental health and addiction
 - disability
 - behavioural conditions
 - frailty

Application of knowledge:

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



4. Communicate effectively in a culturally inclusive manner, contributing to preparing and delivering reports and/or recording information as required by the organisation, and engaging in challenging conversations, in a health or wellbeing setting.

Credit: 10

Programme content can include:

- 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
- demonstration of consistent caring, respectful and empathetic behaviour
- 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
- challenging conversations with colleagues, patients and their family and whānau
- de-escalation skills
- maintain personal safety
- conflict management
- advocacy
- understand purpose of 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 leadership skills in a health or wellbeing setting by either formal or informal mentoring and/or coaching of colleagues or through the demonstration of personal leadership within the workplace.

Credit: 20

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 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.

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.