Qualification Review

Findings and Recommendation for the Peer Support Qualification Review
Executive Summary

As the New Zealand Qualification Authority (NZQA) appointed qualification developer for Health and Wellbeing qualifications, Careerforce commenced a scheduled review of the following qualification, the:

**New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [Ref: 2989-1]**

That is, it has been commenced to align with the NZQA Qualification Review Schedule. A requirement of the NZQA for all qualifications listed on the New Zealand Qualification Framework (NZQF). It is also good practice to ensure the qualification remains fit-for-purpose and meets the needs of learners, industry and stakeholders.

The consultation phase took place between November and December 2019, through an online survey sent to stakeholders also published on the Careerforce website, and face-to-face meetings.

The approach taken took into consideration the level of qualification uptake.

All initial stakeholders and newly identified stakeholders during the consultation have an opportunity to engage in the review.

Stakeholders were asked to indicate the extent to which they agree or disagree to the detailed specifications of the qualification in relation to their workplace needs, covering the:

- Strategic Purpose
- Graduate Profile
- Employment and Education Pathways
- Conditions
- Total credit value of the qualification
- Credit value for each Graduate Profile Outcome (GPO) statement
- Proportion of credit value of each GPO.
Consultation Findings and Recommendations

The online consultation responses and the stakeholder engagements demonstrate a strong level of support for the qualification.

- The findings showed a strong level of agreement with all aspects of the qualifications. However, the qualification required minor updating to address the different sectors that have peer support workforces, use of language, reflect the importance of the skills and cultural competency to respectfully engage with Māori and address the importance of self-care as a peer support worker.

- Careerforce recommends minor changes to the strategic purpose, other requirements of the qualification, general conditions for programmes, all Graduate Profile Outcomes (GPO) wording and the credit values of GPO’s 2 and 3. The overall credit value remains unchanged at 120 credits.

- The recommended changes to the New Zealand Certificate in Health and Wellbeing (Peer Support (Level 4) qualification reflect the needs identified in this review of the peer support workforce, industry sectors, employers and other stakeholders.

Please refer to the detailed changes outlined on pages 5 to 12.
Background to the Peer Support Qualification Review 2019

The purpose of the Qualifications Review

The review was an opportunity to engage with all stakeholders and seek feedback on the qualification. This is essential to ensure that the qualification is still needed, remains fit for purpose, and to ensure that any necessary amendments are made to reflect any current or predicted future changes that affect the sector.

Scope of the Review

The following qualification on the New Zealand Qualifications Framework (NZQF):

New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [Ref: 2989-1]
Summary of findings

The online consultation responses demonstrated a strong level of agreement overall with the specifications of the New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4). This was supported by feedback gathered during face-to-face consultation.

The face-to-face consultation further highlighted the importance of language, skills specific to self-care, working respectfully with Māori and the growing need for support by other socio-cultural identities and experiences e.g. refugees and religious backgrounds.

Language changes impact on the strategic purpose, other requirements of the qualification, and general conditions for programmes specifications of the qualification. This change can address the issue that a peer support workforce exists in a number of sectors within industry and is strengths-based in approach.

All GPO’s are highly relevant to workplace needs but require some minor changes to language as a result. Feedback indicated GPO2 and GPO3 would require re-wording to address the importance of the skills and cultural competencies to work respectfully with Māori and to draw out the skills of self-care. Online and face-to-face consultations identified that credit values for both GPO’s required changes to more accurately reflect the time taken to learn, practice, and be assessed for the skills aligned to the GPO’s.

The overall credit value of the qualification has remained unchanged and was considered achievable at 120 credits.
Online consultation

The following graph shows the average responses on the level of agreement for each of the sections in the qualification.

**AVERAGE RESPONSES TO EACH SECTION**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>DON'T KNOW</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>BLANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRATEGIC PURPOSE</td>
<td>66%</td>
<td>9%</td>
<td>11%</td>
<td>14%</td>
<td>5%</td>
<td>2%</td>
</tr>
<tr>
<td>GRADUATE PROFILE</td>
<td>71%</td>
<td>18%</td>
<td>4%</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>CREDIT ALLOCATION</td>
<td>20%</td>
<td>36%</td>
<td>20%</td>
<td>23%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>EDUCATIONAL PATHWAY</td>
<td>14%</td>
<td>59%</td>
<td>23%</td>
<td>18%</td>
<td>9%</td>
<td>5%</td>
</tr>
<tr>
<td>EMPLOYMENT PATHWAY</td>
<td>45%</td>
<td>23%</td>
<td>14%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>QUALIFICATION MEET THE NEEDS OF MĀORI AND PASIFICA LEARNERS</td>
<td>5%</td>
<td>36%</td>
<td>36%</td>
<td>14%</td>
<td>5%</td>
<td>4%</td>
</tr>
</tbody>
</table>

*Source: Careerforce (Dec 2019), Qualification Pathway Review survey findings for the New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4)*
Summary of change recommendations

- Minor changes in the strategic purpose statements.
- Minor changes in graduate outcome wording.
- Credit adjustments in graduate outcomes 2 and 3. All other graduate outcome credits and the total credit value of the qualification remain the same.
- Minor wording changes in other requirements for the qualification.
- Minor wording change in general conditions for the programme.

### Strategic Purpose statement/ Te rautaki o te tohu

**Original wording:**

The purpose of this qualification is to provide the peer support services within the health and wellbeing sectors with people who can draw on the strengths and resilience they have gained from their own lived experiences to support others experiencing challenge and disempowerment to increase their autonomy and self-determination.

This qualification is targeted at people who have gained strength and resilience from their own lived experience of challenge and disempowerment and wish to support others with similar experiences.

**Replacement wording:**

The purpose of this qualification is to provide the health and wellbeing sector with employees who understand and are able to use lived experience in mental health, addiction, disability or significant health conditions, that display core principals of peer support to facilitate learning, self-determination, wellbeing, change and autonomy of others with similar experiences.

This qualification is targeted at people who have gained learning, self-awareness and resilience from their own lived experience(s) with mental health, addiction, disability or a significant health condition and aspire to support others with similar experiences.

Graduates will be capable of working in a self-managed capacity under broad guidance.

**Change:**

Consultation identified the qualification focus was predominantly mental health and addiction. Peer support workforces exist in other sectors within industry. As a result, the purpose statement has been updated to reflect the different sectors.
### Other requirements for the qualification (including regulatory body or legislative requirements)/ Kō ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumaru, ki ngā here ā-ture rānei)

<table>
<thead>
<tr>
<th>Original wording:</th>
<th>Replacement wording:</th>
<th>Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate for this qualification should be aware that employees and volunteers working in the health and wellbeing sectors are required to undergo initial and ongoing checks to ensure they are a fit and proper person to provide support. Candidates for this qualification must have had personal experience of challenging and disempowering life experiences and the ability to demonstrate the value, learning and resilience that they have gained from these experiences. Such challenging and disempowering life experiences are varied and can include, but are not limited to, experiences such as mental distress, addiction, significant health conditions, trauma, and disability or engagement with services and the wider system which compound challenging and disempowering life experiences.</td>
<td>Graduates should be aware that employees and volunteers working in the health and wellbeing sectors are required to undergo initial and ongoing checks to ensure they are a fit and proper person to provide support. Candidates must have had personal lived experience(s) from which they have gained self-awareness, developed resilience and have the ability to demonstrate learning they have gained from these experiences to support the strengths, goals and aspirations in the wellbeing of the tangata they work with. Such life experiences are varied and can include, but are not limited to, experiences such as mental distress, addiction, significant health conditions, trauma, and disability or engagement with services and the wider system.</td>
<td>Consultation identified that language required updating. The use of wording such as “challenging” and “disempowering” have been replaced. New wording such as learning, strengths, aspirations and goals have been added.</td>
</tr>
</tbody>
</table>
General conditions for programme/ Ngā tikanga whānui o te hōtaka

**Original wording:**
Programme leading to this qualification must include a minimum of 200 hours of workplace practice and experience which contributes to the achievement of the qualification’s outcomes.

The application of person-centred and directed, goal-centred and strengths-based approaches is inherent in the performance of the outcomes and must be developed as part of programmes leading to the qualification.

Programmes must include a consideration of the specific capabilities, vulnerabilities and needs of children, relevant to the context.

Programmes that reflect the cultural and social aspirations of Māori and Pasifika learners must include culturally appropriate resources and delivery methods.

Programmes leading to this qualification must adhere to and be consistent with any ethical, legislative or contractual requirements to which the industry or role is subject.

**Replacement wording:**
Competency should be typically demonstrated in a workplace environment. Programmes must include a minimum of 200 hours for workplace practice and experience.

The application of person-centred and directed, goal-centred and strengths-based approaches is inherent in the performance of the outcomes and must be developed as part of the assessment process.

Programmes must include a consideration of the specific capabilities, vulnerabilities and needs of children and socio-cultural needs that are relevant to the context.

Programmes that reflect the cultural and social aspirations of Māori and Pasifika learners must include culturally appropriate resources and delivery methods.

Programmes leading to this qualification must adhere to and be consistent with any ethical, legislative or contractual requirements to which the industry or role is subject.

**Change:**
This section provides programme developers with additional guidance that is important to industry to consider when developing a programme leading to this qualification.

Revised wording includes the statement referring to the minimum of 200 hours of practice in the workplace.

Consultation identified the growing need for support of refugees and people from various religious backgrounds as a result of the growing diversity in New Zealand. As a result, “socio-cultural” has been included.
<table>
<thead>
<tr>
<th>Graduate Outcome</th>
<th>Original wording:</th>
<th>Replacement wording:</th>
<th>Credits/ Ngā whiwhinga</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualification outcomes/ Ngā hua</strong></td>
<td><strong>Qualification outcomes/ Ngā hua</strong></td>
<td><strong>Credits/ Ngā whiwhinga</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Engage and communicate with people, family and/or whānau accessing peer support services in a manner which respects their socio-cultural identity, experiences and self-knowledge</td>
<td>Engage and communicate with tangata, family and whānau accessing peer support services in a manner which respects their socio-cultural identity, experiences and self-knowledge</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Relate the history of Māori as tangata whenua and knowledge of peer-whānau interconnectedness to own role in a peer support setting</td>
<td>Apply knowledge of the history and context of Māori as tangata whenua and knowledge of peer-whānau interconnectedness to own role and practice as peer support worker</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Display self-awareness, reflective practice and personal leadership in the context of peer support</td>
<td>Demonstrate self-awareness, reflective practice, personal leadership and self-care in the context of peer support to provide peer support services</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Work within organisational, ethical, legal and professional boundaries as a peer support worker</td>
<td>Apply knowledge of organisational, ethical, legal and professional boundaries to provide support as a peer support worker</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Critically draw on own lived experiences to support people with similar experiences</td>
<td>Critically draw on own lived experiences to support tangata with similar experiences as a peer support worker</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>Establish, build, maintain and complete mutual and authentic relationships with people who have similar experiences</td>
<td>Engage, build, maintain and complete mutual and authentic relationships for the wellbeing of tangata with similar lived experiences, as a peer support worker</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>Use peer support tools and strategies to support a person with similar experiences to develop and maintain hope, resilience, self-determination and autonomy</td>
<td>Support tangata with similar lived experiences in their wellbeing to maintain hope, develop resilience, self-determination, autonomy, goals and aspirations by using peer support tools and strategies</td>
<td>40</td>
</tr>
</tbody>
</table>
**Change:**
Minor wording changes made as a result of feedback from industry during consultation to clarify the expected outcomes of the qualification and use of up-to-date language (strengths-based). It was identified that wording should be inclusive of the diverse sectors with peer support workforces. The term “people” has been replaced with “tangata”.

Credit values were adjusted for GPO’s 2 and 3. GPO 2 has increased in value to reflect the importance of the job role to have the skills and cultural competencies to work respectfully with Māori. GPO 3 has decreased in value, even with the addition of the wording “self-care” to the outcome. Self-care was part of the qualification but wasn’t clearly identifiable. This has now been clarified in outcome 3 to recognise the importance of the knowledge and skills.

The intention of each GPO has remained unchanged.

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**Stakeholders engaged in the consultation**

**PROPORTION OF RESPONDENTS (%) BY PERSPECTIVE**

- **Government Organisations:** 23%
- **Employer:** 22%
- **Trainee or Graduate:** 18%
- **Assessor:** 14%
- **Peer Workforce:** 9%
- **Consumer:** 9%
- **NGO:** 5%

- 75% of respondents strongly agree or agree with the current strategic purpose
- 90% of respondents strongly agree or agree with the current graduate profile outcomes
- 73% of respondents strongly agree or agree that the employment pathways are relevant to the workplace
- 68% of respondents strongly agree or agree that the qualification meets the needs of Māori and Pasifika
- 50% of respondents strongly agree or agree with the current credit allocation
- 90% of respondents strongly agree or agree with the current educational pathway
- 50% of respondents strongly agree or agree that the qualification meets the needs of Māori and Pasifika
Stakeholders Engaged in the Consultation

One in four respondents were involved in mental health peer support (23%), followed closely by addiction peer support (22%).

Other respondents involved came from disability, community peer support, hospital peer support, residential peers support, consumer advice, rehabilitation peer support and home for independent elderly peer support.

3-week online consultation period
49% response rate
45 people were invited to participate

Tertiary provider participants

Modes of consultation
- Survey
- Website
- Face-to-face stakeholder meetings

Peak bodies engaged
- Te Pou
- Platform
- NZDSN

6 Face-to-face stakeholder meetings in Auckland and Wellington
“I worked in an organisation that integrated Peers into clinical teams. The strategic purpose closely reflects that model.”

“Boundaries are important here ... drawing on your own lived experiences is good but not to the extent of reliving. A good PSW [Peer Support Worker] will be able to tell their journey in a positive light.”

“...it is the wording that I am not sure about. I feel it could be more about intentionally using lived/living experience of mental health, addiction, and/or disability to facilitate others experiencing similar challenges...”

“I think [this] should not necessarily focus solely on challenge and disempowerment.”

“These qualities reflect the ‘professional’ peer, a quality that is employable in many settings.”

“More emphasis and understanding regarding Te Ao Māori. As a demographic, we are always over represented in the statistics.”