

# Good Skills

Careerforce  
Gateway  
Programmes

The Careerforce Gateway to Rewarding Careers in the Health and Wellbeing, Aged Care, Disability Support, Youth Work, Cleaning, Social and Community Services Sectors.





The **growing and vital health and wellbeing sectors** have a shortage of qualified workers. There are **significant employment opportunities** for young people to start a **lifelong, rewarding career**. Through **on-the-job training** such as an apprenticeship, there's an opportunity to **"earn-while-you-learn"**, **gain practical skills** and achieve **nationally recognised qualifications** without taking on a student loan.

"I did Gateway in school, got a Level 3 qualification in Support Work and a job straight after school. I love that I could do an apprenticeship that's funded while getting paid for my work. I'm very pleased that there is an apprenticeship that ties into working with children with special needs."

**WILLA SOPHIA MAGUIRE-HARBROW**  
TEACHER AIDE  
KŌWHAI SPECIAL SCHOOL

"I knew that if I wanted to be a healthcare assistant for a year, it would benefit me to work towards the health and wellbeing level 3 qualification. I would encourage anybody to do Gateway. They will do their best to get you onto a work placement. You never know you might end up like me and love it, and end up in a paid job where you get to do what you love every single day."

**BRIGID CREAGH**, GATEWAY GRADUATE  
HEALTHCARE ASSISTANT, NELSON HOSPITAL

# Contents

## Get to know Careerforce

- 4 Who are we?
- 4 Who would enjoy *Good Skills*?
- 5 Careerforce Gateway and Expectations of Industry Training

## Good Skills Packages

- 6 Engage...Explore...Experience



## Gateway Administration

- 7 Reporting credits to NZQA
- 7 Appeals
- 7 Health and Safety



## Careers

- 8 Youth Worker
- 10 Social Service Worker
- 12 Mental Health Support Worker
- 14 Teacher Aide
- 16 Aged Care and Support Worker
- 18 Rehabilitation Assistant
- 20 Diversional Therapist
- 22 Healthcare or Nursing Assistant
- 24 Primary Care Practice Assistant
- 26 Orderly
- 28 Cleaner

# Get to know Careerforce

## Who are we?

Careerforce is the industry training organisation for New Zealand's health and wellbeing sectors. The trainees and apprentices we support are working with New Zealand's most vulnerable, both young and old.

Our 'Good Skills' objectives are to:

- introduce students to the career opportunities and pathways available across the health and wellbeing sectors.
- build strong relationships with schools, students and employers.
- enable students who want to make a difference in their community by supporting them through our Gateway programmes.

## What is 'Good Skills'?

Good Skills is the suite of Gateway programmes Careerforce has developed which allows students to experience the diverse opportunities available to them, and potentially forge their career.

## Who would enjoy Good Skills?

The health and wellbeing sectors presents a variety of exciting career opportunities for school leavers.

These include:

- disability, mental health or aged care support work.
- youth work.
- diversional therapy or rehabilitation assistance.
- social services work or employment support.
- many more...

These careers are ideal for students who want to have rewarding career pathways through:

- helping others reach their full potential and lead independent lives.
- making a difference in people's lives.
- supporting and caring for the aged and the vulnerable.
- following their passion.



# Careerforce Gateway

Careerforce Gateway packages enable schools to provide their students with opportunities to learn in the workplace and match their career ideas and values to possible careers. We offer year 11 to 13 students an opportunity to get a taste of the range of careers available in the growing health, wellbeing, social and community sectors.

It is recommended that Gateway Coordinators and Careers Advisors tailor their student's programmes to match the student's individual areas of interest and ensure that they meet the workplace's (employment) requirements. Careerforce can provide examples of our packages which Gateway Coordinators can use as a guide to support their student's interests.

Careerforce Gateway packages include both theory and practical application. All assessments are unit standard based with industry work experience. This will help your students gain the confidence to make informed decisions on their career pathways and provide a smooth transition from school to work. They will gain knowledge and skills from people with experience in the sector that they can use for their own good and to contribute to the social good of Aotearoa.

## **Expectations of Industry Training Undertaken in Schools**

Careerforce unit standards must be assessed with industry in mind. The expectation is that students will be able to use the knowledge, skills and attitudes that they have gained at school, within the sectors Careerforce represents.

Learning must be supported by real life application. Students need to be given opportunities to practice and use the skills that they have learned, and apply industry experience and context to the knowledge that they are gaining.

We have Vocational Pathways Advisors who can support you and your students to get started. Students can access their learning and assessments either online or using a paper-based system.



# Good Skills Packages

Engage...Explore...Experience

	Packages and Fees	Full Qualification Packages
<p><b>Engage Gateway</b> Engage Gateway package allows students to try out careers that attract them.</p> <p>-----</p> <p><b>Explore Gateway</b> Explore Gateway package allows students to discover more and become more aware of careers that may be of interest to them.</p> <p>-----</p> <p><b>Experience Gateway</b> Experience Gateway package allows students with a clearer idea of a career pathway to have a more in-depth learning, understanding and involvement.</p>	<p><b>Engage Gateway Package</b> Up to 7 credits \$150 (inc GST)</p> <p><b>Explore Gateway Package</b> Up to 12 credits \$225 (inc GST)</p> <p><b>Experience Gateway Package</b> Up to 23 credits \$450 (inc GST)</p>	<p><b>New Zealand Certificate in Cleaning Level 2</b> (40 credits) \$690 inc GST</p> <p>-----</p> <p><b>New Zealand Certificate in Health and Wellbeing Level 2</b> (40 credits) \$690 inc GST</p> <p>-----</p> <p><b>New Zealand Certificate in Health and Wellbeing Level 3</b> (Health Assistance or Support Work) (70 credits) \$1050 inc GST</p> <p>-----</p> <p><b>New Zealand Certificate in Youth Work Level 3</b> (44-45 credits) \$775 inc GST</p>

Enrolment into any of our packages includes the following:

- Helping schools identify pathways for their students so that a student's programme is tailored to their interests.
- Assistance to find a suitable work placement where possible.
- Providing access to e-learning and resource library containing comprehensive learning and assessment resources online or paper-based.
- Arranging for a Careerforce registered assessor to assess and report the unit standard(s) completion.
- Reporting the unit standard achievement to NZQA.
- Requesting a certificate from NZQA if a student completes a full New Zealand Certificate.

# Gateway Administration

The school must complete and sign a Memorandum of Agreement (MoA) with Careerforce. The MoA records each party's obligations when placing a student into industry-based learning, including arrangements for assessment and reporting results to NZQA (see below). Careerforce will assist to help find an industry placement if required but cannot guarantee placements.

The school must also complete a Gateway/Vocational Pathways Application form. The school will be invoiced for the package/s and services indicated in the application form as described in the MoA. Each application form will provide details of all students who are scheduled to be assessed by a Careerforce registered assessor, including:

- list of unit standards/programme title.
- full name, date of birth and National Student Number (NSN).
- name of assessor and work placement.

All schools are required to complete an MoA with Careerforce prior to commencement of any programme. Please contact [schools@careerforce.org.nz](mailto:schools@careerforce.org.nz) for a copy of the MoA.



## Reporting credits to NZQA

The Careerforce registered assessor will assess the students, reporting credit achievement to Careerforce. We will report unit standard achievement to NZQA.

Schools are not permitted to use the Careerforce provider code to report credits to NZQA due to moderation requirements.

## Appeals

In the event of a disagreement or query about assessment, the student and/or Gateway Coordinator should contact their local Vocational Pathways Advisor. If the problem is not resolved, the school Principal's Nominee should contact the Careerforce National Moderator to negotiate a way forward: [moderation@careerforce.org.nz](mailto:moderation@careerforce.org.nz).

## Health and Safety

Workplace health and safety is paramount. Careerforce Gateway packages are designed to reflect industry best practice and comply with the latest Health and Safety Legislation. This must be reinforced to the students.

Students must adhere to their individual work placement's Health and Safety procedures. This will be discussed as part of their orientation and induction into the workplace.

# Youth Worker Kaimahi Taiohi

TURN YOUR PASSION FOR HELPING YOUNG PEOPLE INTO A CAREER

## About the Job

Youth workers support young people and their families by helping them develop quality and meaningful relationships, build healthy connections, and provide them with guidance regarding education, training and employment.

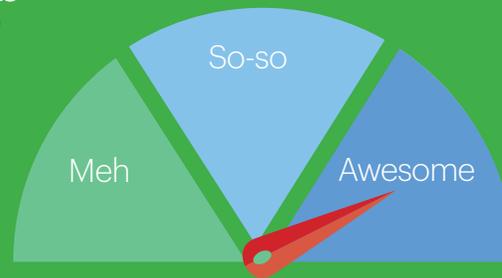
You might work in a youth centre, community facility or office, school, church, marae, government agency or you might run camps or sports activities. You can work full time, part time or as a volunteer. The job may involve working shifts, working long or irregular hours or being on call and it may involve local travel to meet the young people you work with.



“We work alongside that young person to look at opportunities for them to build a positive future. It’s a one-to-one partnership and it’s about their needs first.”

**MCKENZIE TUALA-PINE**, YOUTH WORKER  
RECONNECT FAMILY SERVICES

## What are the Job Opportunities ?



## Likely work environments?

- Youth Centre • Community Organisation or Office
- School • Church • Marae • Government Agency
- Youth Camps

## Your Career Journey

### At School

- School Peer Counsellor
- Youth Worker in School
- Youth Line Volunteer
- The Arts
- Health and Physical Education
- Social Sciences

### Gateway Subjects

Follow the Purple Pathway (Social and Community Services)

### Suggested Subjects

### Entry-level Roles

- Youth Worker
- Rangatahi Development Worker
- Youth Advocate
- Youth Facilitator
- Youth Leader
- Youth Support Worker
- Youth Events Co-ordinator
- Youth Council
- Youth Education Programme Assistant/Mentor

### Qualifications

New Zealand Certificate in Youth Work (Level 3)

### Advancing Roles

- Counsellor
- Probation Officer
- Youth Pastor/Minister
- Youth Justice Worker
- Sports Co-ordinator

### Qualifications

New Zealand Certificate in Youth Work (Level 4)  
New Zealand Apprenticeship in Community Facilitation specialising in Youth Work (Level 4)  
New Zealand Diploma in Health and Wellbeing (Level 5) Applied Practice  
New Zealand Diploma in Youth Work (Level 6)

## A Typical Day

### Youth workers may do some or all of the following:

- talk, meet, or hang out to develop relationships with young people, and their families/whānau, peers, communities, schools, training providers and employers.
- provide support, information and resources.
- help young people link with social services.
- plan, deliver and evaluate programmes and events for young people.
- write reports, prepare funding applications and manage budgets.

## Personal Attributes

### Youth workers need to be:

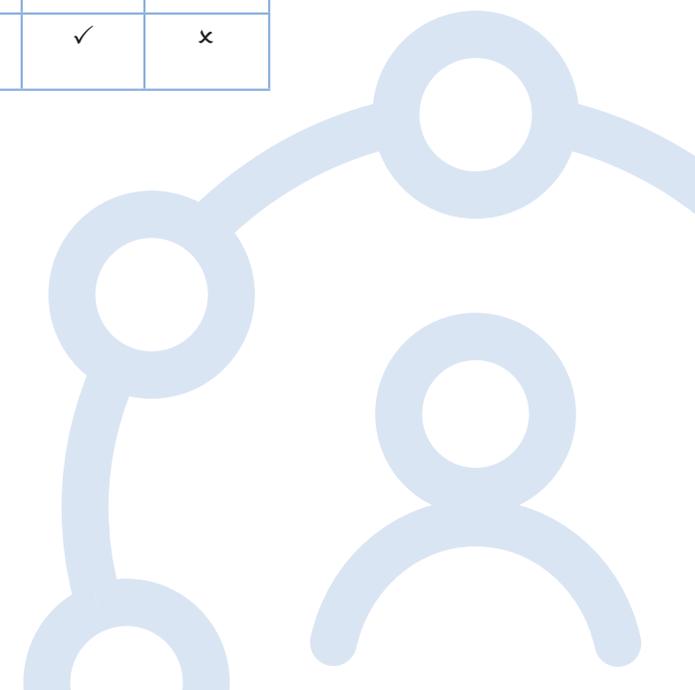
- good leaders and communicators who can relate to people of all ages and cultures.
- good problem-solvers who can remain calm in an emergency.
- honest, ethical and impartial, and able to keep information private.
- energetic and enthusiastic, with a sense of humour.
- able to work well under pressure.
- well organised.

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>16856</b>	Describe group work and leadership in youth work in the youth development sector	5	✓	✗
<b>*22256</b>	Describe the principles, aims and goals of the Youth Development Strategy Aotearoa	3	✓	✗
<b>22257</b>	Profile youth in Aotearoa New Zealand	3	✓	✓
<b>*23389**</b>	Describe knowledge of risk management planning in a health or wellbeing setting	3	✓	✗
<b>28542</b>	Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting	5	✓	✓
<b>*28543</b>	Describe culturally safe Māori operating principles and values and their application in a health and wellbeing setting	5	✓	✗

\* Theory only units but need to be done in conjunction with practical work placement

\*\* Learning guide is combined with US16857.



# Social Service Worker Kaimahi Toko i te Ora

**HELP THE VULNERABLE IN YOUR COMMUNITY -  
MAKE A DIFFERENCE TO PEOPLE'S LIVES**

## About the Job

Social service workers provide advice and support to individuals and families with personal or social problems and help with community and social issues. Most workers are employed by the government or NGOs (non-profits). Your role is to provide advice and support to people with personal or social problems and help them build resilience.

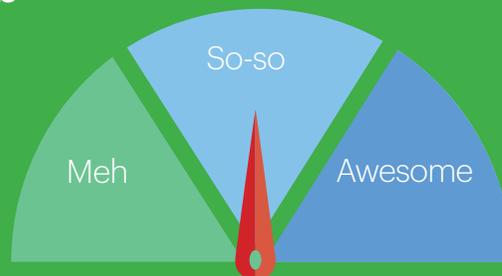
You might work full or part time. The hours may be long and you can sometimes be on call or do shift work. You will deal with some challenging and distressed clients, but it'll also be very rewarding knowing that you're making a difference. You might work in government agencies and non-profit or voluntary welfare organisations and may need to travel locally to visit the people you support in their homes.



"I can go and say to that young person I'm working with or their whānau, it doesn't matter what happens in your life, you can always turn it around."

**TURAUKAWA BARTLETT,**  
WHĀNAU SUPPORT WORKER,  
TE KOROWAI O HAURAKI

## What are the Job Opportunities ?



## Likely work environments?

- Schools • Hospitals
- Homes • Marae • Government Agencies
- Residential Centres • Courts

## Your Career Journey

### At School

- School Peer Counsellor
- Youth Worker in School
- Youth Line Volunteer

### Gateway Subjects

Follow the Purple Pathway  
(Social and Community Services)

### Suggested Subjects

- Health and Physical Education
- Social Sciences

### Entry-level Roles

- Social Service Worker
- Social Justice Advocate
- Community Worker

### Qualifications

New Zealand Apprenticeship in Health and Wellbeing (Level 4) Social Services  
New Zealand Apprenticeship in Health and Wellbeing (Level 4) Community Health Work  
New Zealand Apprenticeship in Health and Wellbeing (Level 4) Community Facilitation

### Advancing Roles

- Navigator
- Family Violence Support Worker
- Refugee Worker
- Social Worker
- Senior Social Worker

- Residential Social Worker
- Family Worker
- Team Leader Social Work Care and Protection
- Social Work Crisis Worker

### Qualifications

New Zealand Certificate in Business (Level 4) First Line Management  
New Zealand Diploma in Health and Wellbeing (Level 5) Applied Practice

## A Typical Day

### Social service workers may do some or all of the following:

- improve the wellbeing and resilience of people, their families/whānau and communities.
- support people in crisis situations and talk with them about the issues they are facing.
- link people with community resources, such as benefits and accommodation, and advising them about their rights and opportunities.
- write reports and case notes.

## Personal Attributes

### Social service workers need to be:

- confident communicators who can relate well to people of all ages and cultures.
- able to assess situations and make careful judgements.
- good decision-makers, with excellent problem-solving skills.
- understanding, empathetic and patient.
- reliable, adaptable and able to cope with stressful situations.
- able to keep information private and work within a code of ethics.

## Suggested Unit Standards at Level 2

Unit Standard	Title	Credits	Theory	Practical
<b>*23451</b>	Describe the role of a support worker in a health or wellbeing setting	5	✓	✗
<b>26982</b>	Describe communication with people with a communication disability in an aged care, health, or disability context	4	✓	✗
<b>28518</b>	Interact with people to provide support in a health or wellbeing setting	5	✗	✓
<b>28519</b>	Maintain a safe and secure environment for people and support workers in a health or wellbeing setting	6	✓	✓
<b>28529</b>	Identify the impact of culture on support in a health or wellbeing setting	5	✓	✗

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>26971</b>	Describe factors that contribute to mental health wellbeing and mental health problems	3	✓	✗
<b>27459</b>	Observe and respond to changes in a person in a health or wellbeing setting	4	✓	✓
<b>28521</b>	Recognise and describe responses to vulnerability and abuse in a health or wellbeing setting	5	✓	✗
<b>28536</b>	Apply health, safety, and security practices in a health or wellbeing setting	5	✓	✓
<b>28542</b>	Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting	5	✓	✓
<b>*28543</b>	Describe culturally safe Māori operating principles and their application in a health and wellbeing setting	5	✓	✗
<b>*28557</b>	Communicate to support people's health and wellbeing	5	✓	✓

\* Needs to be done in conjunction with a work placement

# Mental Health Support Worker

HELP PEOPLE FIND HOPE AND THEIR INNER STRENGTH

Kaimahi  
Oranga  
Hinengaro



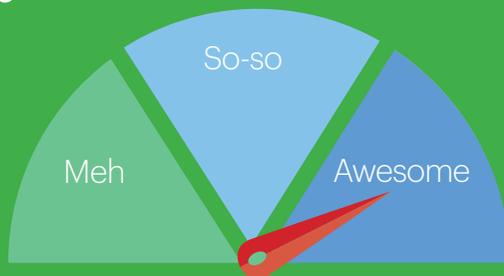
## About the Job

Mental health support workers support people living with mental health problems. You'll work alongside people, their family and whānau to support autonomy by using tools and strategies to foster hope, support recovery and build resilience. You could work in a range of health or community settings.

"My job is really rewarding. I get to support someone to reach their goals and contribute to doing good in the community."

**TEGAN COOTE**, MENTAL HEALTH SUPPORT WORKER  
PACT SOUTHLAND

## What are the Job Opportunities ?



## Likely work environments?

- Community • Schools • Hospitals • Clinics
- Government Agencies

## Your Career Journey

### At School

#### Gateway Subjects

Follow the Purple Pathway (Social and Community Services)

### Suggested Subjects

- The Arts
- Health and Physical Education
- Social Sciences

### Entry-level Roles

- Mental Health Support Worker
- Community Worker
- Community Support Worker

#### Qualifications

New Zealand Apprenticeship in Health and Wellbeing (Level 4) Mental Health and Addiction Support  
New Zealand Apprenticeship in Health and Wellbeing (Level 4) Community Facilitation

### Advancing Roles

- AOD Clinician
- Registered Mental Health Nurse/Case Manager
- Clinical Nurse Specialist
- Child Adolescent and Family Services Mental Health Registered Nurse/ Case Manager

#### Qualifications

New Zealand Certificate in Business (Level 4) First Line Management  
New Zealand Diploma in Health and Wellbeing (Level 5) Applied Practice

- Mental Health Forensic Services Registered Nurse Supporting Youth and Adults
- Mental Health Rehabilitation

## A Typical Day

### Mental health support workers may do some or all of the following:

- support individuals to live as independently as possible.
- provide advice and guidance rather than personal care.
- support with developing everyday skills e.g. cooking a meal safely, taking to appointments.
- organise activities e.g. sports, drama, educational.
- work in teams with other professionals including social workers, drug action groups, police, and health practitioners.

## Personal Attributes

### Mental health support workers need:

- a supportive, understanding and caring nature.
- excellent communication skills for delivering information.
- good team skills when working with other professionals and services.
- problem solving skills.
- to be practical, organised and responsible with good time management skills.
- to relate well to people from a range of cultures.

## Suggested Unit Standards at Level 2

Unit Standard	Title	Credits	Theory	Practical
<b>*23451</b>	Describe the role of a support worker in a health or wellbeing setting	5	✓	✗
<b>26982</b>	Describe communication with people with a communication disability in an aged care, health, or disability context	4	✓	✗
<b>28518</b>	Interact with people to provide support in a health or wellbeing setting	5	✗	✓
<b>28519</b>	Maintain a safe and secure environment for people and support workers in a health or wellbeing setting	6	✓	✓
<b>28529</b>	Identify the impact of culture on support in a health or wellbeing setting	5	✓	✗

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>26971</b>	Describe factors that contribute to mental health wellbeing and mental health problems	3	✓	✗
<b>28521</b>	Recognise and describe responses to vulnerability and abuse in a health or wellbeing setting	5	✓	✗
<b>*28524</b>	Describe a person's holistic needs and their impact on a person's health and wellbeing	5	✓	✗
<b>28528</b>	Describe and apply a person-centred approach in a health or wellbeing setting	3	✓	✓
<b>28542</b>	Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting	5	✓	✓
<b>28544</b>	Provide support to people from different cultures in a health or wellbeing setting	5	✓	✓
<b>28557</b>	Communicate to support a person's health and wellbeing in a health or wellbeing setting	5	✓	✓

\* Needs to be done in conjunction with a work placement

# Teacher Aide

Kaiāwhina Kaiako

**SUPPORT CHILDREN TO MAKE THE MOST OF EVERY LEARNING OPPORTUNITY**

## About the Job

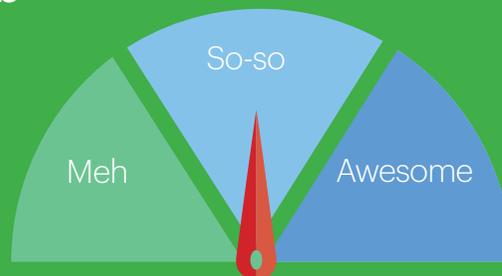
Teachers aides work in different ways, depending on the needs of the child they are supporting. They are guided by the teachers who are responsible for the child's learning and behaviour. They carry out learning activities and may be required to provide personal care needs.



"I find it very cool and I love that I can do an apprenticeship that's funded while working and getting paid while learning. I'm very pleased that there is an apprenticeship that ties into working with children with special needs."

**WILLA SOPHIA MAGUIRE-HARBROW**  
APPRENTICE TEACHER AIDE, KŌWHAI SPECIAL SCHOOL

## What are the Job Opportunities ?



## Likely work environments?

- School Classrooms
- Libraries
- Early Childhood Centres

## Your Career Journey

### At School

#### Gateway Subjects

Follow the Purple Pathway (Social and Community Services)

### Suggested Subjects

- Sciences
- Social Sciences
- Arts

### Entry-level Roles

- Teacher Aide
- Support Worker

#### Qualifications

New Zealand Certificate in Health and Wellbeing (Level 3) Support Work  
New Zealand Apprenticeship in Community Facilitation (Level 4) specialising in Teacher Aiding

### Advancing Roles

- Teacher
- Nursing

#### Qualifications

Tertiary Qualifications

## A Typical Day

### Teacher aides may do some or all of the following:

- work with students one-to-one, and in small groups, following a programme prepared by the teacher.
- monitor and record children's behaviour and progress to discuss with teacher and parents.
- help teacher plan lessons for students.
- assist with personal care for students who may require support in eating or toileting.
- help with extra activities as required.

## Personal Attributes

### Teacher aides need to be:

- understanding and patient.
- able to motivate and encourage children.
- practical, organised and work well under pressure.
- creative and adaptable.

## Suggested Unit Standards at Level 2

Unit Standard	Title	Credits	Theory	Practical
<b>*23451</b>	Describe the role of a support worker in a health or wellbeing setting	5	✓	✗
<b>26982</b>	Describe communication with people with a communication disability in an aged care, health, or disability context	4	✓	✗
<b>28518</b>	Interact with people to provide support in a health or wellbeing setting	5	✗	✓
<b>28519</b>	Maintain a safe and secure environment for people and support workers in a health or wellbeing setting	6	✓	✓
<b>28529</b>	Identify the impact of culture on support in a health or wellbeing setting	5	✓	✗

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>16870</b>	Describe intellectual disability and the support needs of a person with an intellectual disability in a health or wellbeing setting	4	✓	✗
<b>16871</b>	Describe physical disability and the support needs of a person with a physical disability in a health or wellbeing setting	4	✓	✗
<b>*23374</b>	Describe autism and support strategies to assist a person with autism	3	✓	✗
<b>23375</b>	Describe hearing impairment	5	✓	✗
<b>28521</b>	Describe responses to vulnerability and abuse in a health or wellbeing setting	5	✓	✗
<b>28543</b>	Describe culturally safe Māori operating principles and values, and their application in a health or wellbeing setting	5	✓	✗
<b>28557</b>	Communicate to support people's health and wellbeing	5	✓	✓

\* Needs to be done in conjunction with a work placement

# Aged Care and Support Worker

MAKE A REAL DIFFERENCE IN THE LIVES OF OTHERS

Kaimahi  
Atawhai /  
Kaiāwhina  
Atawhai



## About the Job

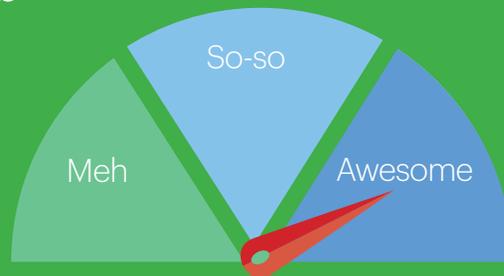
Aged care and support workers help people in a variety of health, wellbeing and community settings, and in their homes. You'll work with a range of people, each with different needs and abilities that must be respected.

Aged care and support workers make a real difference in people's lives. The rewards are huge, although the work can be difficult. You need to be flexible and adaptable as the needs of people vary. The role can include working shifts and may involve working during evenings and weekends.

"Being in this kind of caregiving industry - you are not there to do everything for them - you have to encourage them at the same time. You give assistance, but mainly encourage them to become independent to do things for themselves."

**JEROME PARDO**, HEALTHCARE ASSISTANT  
RANNERDALE VETERANS CARE

## What are the Job Opportunities ?



## Likely work environments?

- Patients Homes • Community Centres
- Disability Support Facilities • Rest Homes or Nursing Homes • Hospice • Dementia Care Facilities

## Your Career Journey

### At School

#### Gateway Subjects

Follow the Purple Pathway (Social and Community Services)

### Suggested Subjects

- Health and Physical Education
- Social Sciences

### Entry-level Roles

- Support Worker
- Home Aide
- Nurse Aide
- Home Care Support Worker
- Healthcare Assistant
- Health Assistant
- Caregiver

#### Qualifications

- New Zealand Certificate in Health and Wellbeing (Level 2)
- New Zealand Certificate in Health and Wellbeing (Level 3) Health Assistance
- New Zealand Certificate in Health and Wellbeing (Level 3) Support Work

### Advancing Roles

- Senior Support Worker
- Team Leader
- Supervisor
- Trainer/Assessor
- Enrolled Nurse
- Registered Nurse

#### Qualifications

- New Zealand Apprenticeship in Health and Wellbeing (Level 4) Community Facilitation
- New Zealand Certificate in Health and Wellbeing (Level 4) Advanced Support
- New Zealand Certificate in Business (Level 4) First Line Management

## A Typical Day

**Aged care and support workers may do some or all of the following, depending on where they work and the people they support:**

- help with activities of daily living, personal care and hygiene.
- help clients develop skills and abilities to live as independently as possible.
- assist with outings and other activities to

- enhance the client's physical, emotional and intellectual development.
- arrange and manage activities designed to enhance physical, social and emotional wellbeing.
- provide emotional support and companionship.
- assist with housework such as cleaning, washing and ironing.
- lift and move clients.
- prepare and serve meals.

## Personal Attributes

**Aged care and support workers need to be:**

- practical, organised and responsible.
- supportive, understanding and caring.
- a good communicator.
- able to relate well to people from a range of cultures.
- able to work as part of a team but be able to work independently as well.

## Suggested Unit Standards at Level 2

Unit Standard	Title	Credits	Theory	Practical
<b>20826</b>	Describe infection control requirements in a health or wellbeing setting	3	✓	✓
<b>*23451</b>	Describe the role of a support worker in a health or wellbeing setting	5	✓	✗
<b>26978</b>	Support a person to eat and drink in a health or wellbeing setting	4	✗	✓
<b>26982</b>	Describe communication with people with a communication disability in an aged care, health, or disability context	4	✓	✗
<b>28518</b>	Interact with people to provide support in a health or wellbeing setting	5	✗	✓
<b>28529</b>	Identify the impact of culture on support in a health or wellbeing setting	5	✓	✗

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>16870</b>	Describe intellectual disability and the support needs of a person with an intellectual disability in a health or wellbeing setting	4	✓	✗
<b>16871</b>	Describe physical disability and the support needs of a person with a physical disability in a health or wellbeing setting	4	✓	✗
<b>23387</b>	Demonstrate knowledge of the ageing process and its effects on a person's lifestyle and wellbeing	7	✓	✗
<b>28521</b>	Recognise and describe responses to vulnerability and abuse in a health or wellbeing setting	5	✓	✗
<b>28528</b>	Describe and apply a person-centred approach in a health or wellbeing setting	3	✓	✓
<b>28542</b>	Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting	5	✓	✓
<b>28543</b>	Describe culturally safe Māori operating principles and values and their application in a health and wellbeing setting	5	✓	✗
<b>28557</b>	Communicate to support a person's health and wellbeing	5	✓	✓

\* Needs to be done in conjunction with a work placement

# Rehabilitation Assistant Kaiāwhina Whakamātūtū

HELP PEOPLE REACH THEIR MAXIMUM RECOVERY TO LIVE INDEPENDENT LIVES

## About the Job

Rehabilitation assistants work with or under the direction of licensed physical or occupational therapists to support a person who may have suffered an injury or illness. They assist patients in areas of mobility as well as in operating devices or equipment as part of the rehabilitation process. They may also help therapists to monitor patients' responses, which is especially important for those involved in rehabilitating cognitive processes or speech and communication.

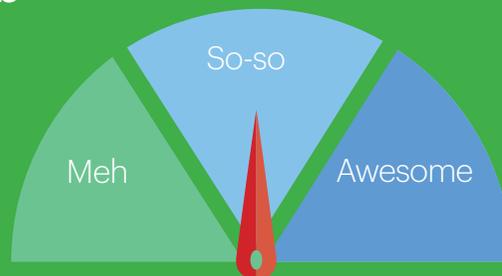
Rehabilitation assistants must provide encouragement and reinforcement of successes, as well as offer motivation and enticement to help patients through difficult challenges. Your role could be based at a hospital physiotherapy department or at a private clinic or rehabilitation centre. Hours are normally regular.



"I'm here to enable them to reach their full potential. Seeing people develop, improve, become independent. It's a really amazing feeling."

**MARK WATSON**, BRAIN INJURY REHABILITATION APPRENTICE, LAURA FERGUSSON TRUST

## What are the Job Opportunities ?



## Likely work environments?

- Public and Private Hospitals • Clinics
- Sports Teams • Rehabilitation Centres
- Disability Support Facilities • Community Centres

## Your Career Journey

### At School

#### Gateway Subjects

Follow the Purple Pathway (Social and Community Services)

### Suggested Subjects

- Sciences
- Health and Physical Education
- Technology

### Entry-level Roles

- Physiotherapy Assistant
- Rehab Aide
- Support Worker
- Caregiver

#### Qualifications

New Zealand Certificate in Health and Wellbeing (Level 3) Health Assistance  
New Zealand Certificate in Health and Wellbeing (Level 3) Support Work

### Advancing Roles

- Rehabilitation Assistant
- Senior Physiotherapy Assistant
- Physiotherapist
- Occupational Therapist

#### Qualifications

New Zealand Apprenticeship in Health and Wellbeing (Level 4) Brain Injury Rehabilitation Support  
New Zealand Apprenticeship in Health and Wellbeing (Level 4) Community Facilitation  
Tertiary Qualifications

## A Typical Day

**Rehabilitation assistants would work to a programme developed by licensed therapists to support the patient to improve their mobility and maximise their independence. Tasks may include:**

- explaining therapy procedure to clients.
- assist clients with personal care and daily living.

- demonstrating how clients should use mobility aids.
- working through exercises with clients.
- support clients to participate in rehabilitation programmes.
- preparing equipment for use.
- maintaining records of clients' progress.
- providing reports to therapists.
- encourage the client to participate in social and employment opportunities.

## Personal Attributes

**Rehabilitation assistants need to be:**

- able to plan and use initiative.
- able to relate respectfully to people with physical, sensory and intellectual disability.
- able to undertake manual handling practices.
- able to relate well with people from a range of different cultures with different values.

- organised and responsible (reporting changes/issues with client, monitoring progress, following the rehabilitation plan).
- supportive and understanding and able to preserve independence and dignity.
- good at verbal and written communication.
- able to work as part of a team, but able to work independently, also.

## Suggested Unit Standards at Level 2

Unit Standard	Title	Credits	Theory	Practical
<b>23451</b>	Describe the role of a support worker in a health or wellbeing setting	5	✓	✗
<b>*23452</b>	Describe techniques for moving equipment and people in a health or wellbeing setting	3	✓	✗
<b>28518</b>	Interact with people to provide support in a health or wellbeing setting	5	✗	✓
<b>28519</b>	Maintain a safe and secure environment for people and support workers in a health or wellbeing setting	6	✓	✓
<b>28529</b>	Identify the impact of culture on support in a health or wellbeing setting	5	✓	✗
<b>28545</b>	Apply personal plan requirements to meet the needs of people in a health or wellbeing setting	5	✓	✓

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>16871</b>	Describe physical disability and the support needs of a person with a physical disability in a health or wellbeing setting	4	✓	✗
<b>27457</b>	Describe the anatomy and physiology of systems and associated organs of the human body	6	✓	✗
<b>27465</b>	Contribute to therapeutic programmes and/or groups in a health or wellbeing setting	5	✓	✓
<b>*28521</b>	Recognise and describe responses to vulnerability and abuse in a health or wellbeing setting	5	✓	✓
<b>28528</b>	Describe and apply a person-centred approach in a health or wellbeing setting	3	✓	✓
<b>28542</b>	Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting	5	✓	✓
<b>28544</b>	Provide support to people from different cultures in a health or wellbeing setting	5	✓	✓
<b>28557</b>	Communicate to support people's health and wellbeing	5	✓	✓

\* Needs to be done in conjunction with a work placement

# Diversional Therapist Kaihaumanu Rēhia

**LET YOUR CREATIVITY LOOSE AND SUPPORT OTHERS TO PURSUE NEW INTERESTS AND ACTIVITIES**



## About the Job

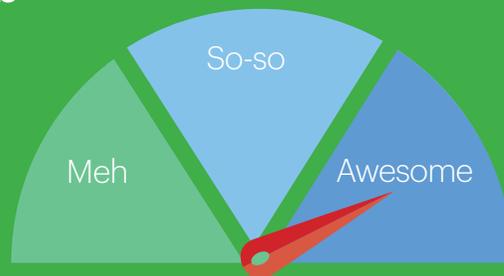
Diversional therapists create and facilitate leisure and recreation activities that enhance the emotional, social and physical wellbeing of individuals. As a diversional therapist, you'll work with people who have physical disabilities, developmental disabilities, mental illness, and with children, young people and the elderly.

Diversional therapists practice in many areas of the community: public and private hospitals, residential care facilities, rehabilitation centres, hostels, community centres, youth centres, schools and early childhood centres. You might even work with organisations offering services to people with specific disabilities such as vision or hearing impairment. You'll usually work regular business hours.

"I always wanted to do something around looking after people. Working in aged care, I realised how much I love it. As a diversional therapist, I am responsible for planning and running leisure programmes that enhance the wellbeing of our village residents."

**MADDI DULEY**, DIVERSIONAL THERAPIST  
REDWOOD VILLAGE

## What are the Job Opportunities ?



## Likely work environments?

- Rest Homes or Residential Care Facilities
- Community Centres • Schools • Hospitals
- Youth Hostels or Centres • Schools
- Early Childhood Centres

## Your Career Journey

### At School

**Gateway Subjects**  
Follow the Purple Pathway (Social and Community Services)

### Suggested Subjects

- The Arts
- Health and Physical Education
- Social Sciences

### Entry-level Roles

- Aged Care / Disability Support Worker
- Community Support Worker
- Activities Co-ordinator
- Healthcare Assistant

### Qualifications

New Zealand Certificate in Health and Wellbeing (Level 2)  
New Zealand Certificate in Health and Wellbeing (Level 3)  
Health Assistance  
New Zealand Certificate in Health and Wellbeing (Level 3)  
Support Work

### Advancing Roles

- Diversional Therapist
- Registered Diversional Therapist
- Recreation Therapist

### Qualifications

New Zealand Apprenticeship in Health and Wellbeing (Level 4)  
Community Facilitation specialising in Diversional Therapy

## A Typical Day

### Diversional therapists may do some or all of the following:

- design and facilitate recreational activities for enjoyment and fulfilment of the individual that:
  - allows freedom of choice.
  - encourages communication and expression.
  - allows people to work within their own capabilities.
  - helps with memory and orientation.

- encourages the use of visual and hand skills.
- encourages participation and enjoyment in these events and activities.
- instruct clients how to do the activities.
- assess and documents clients' progress.
- supervise events and activities.
- discuss individual's progress with medical and other professionals, and families/whānau.

## Personal Attributes

### Diversional therapists need:

- a caring and compassionate nature.
- excellent communication and facilitation skills.
- a willingness to help people.
- excellent organisational skills.
- problem-solving skills.
- leadership and motivational skills.
- a good level of fitness.
- creativity and a sense of fun.

## Suggested Unit Standards at Level 2

Unit Standard	Title	Credits	Theory	Practical
<b>*23451</b>	Describe the role of a support worker in a health or wellbeing setting	5	✓	✗
<b>*23452</b>	Describe techniques for moving equipment and people in a health or wellbeing setting	3	✓	✗
<b>26982</b>	Describe communication with people with a communication disability in an aged care, health, or disability context	4	✓	✗
<b>28518</b>	Interact with people to provide support in a health or wellbeing setting	5	✗	✓
<b>28519</b>	Maintain a safe and secure environment for people and support workers in a health or wellbeing setting	6	✓	✓
<b>28529</b>	Identify the impact of culture on support in a health or wellbeing setting	5	✓	✗

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>26971</b>	Describe factors that contribute to mental health wellbeing and mental health problems	3	✓	✗
<b>26981</b>	Describe risks, impacts, and actions for falls and minimise risk of falls in a health or wellbeing setting	3	✓	✓
<b>27465</b>	Contribute to therapeutic programmes and/or groups in a health or wellbeing setting	5	✓	✓
<b>28521</b>	Recognise and describe responses to vulnerability and abuse in a health or wellbeing setting	5	✓	✗
<b>28528</b>	Describe and apply a person-centred approach in a health or wellbeing setting	3	✓	✓
<b>28542</b>	Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting	5	✓	✓
<b>28544</b>	Provide support to people from different cultures in a health or wellbeing setting	5	✓	✓
<b>28557</b>	Communicate to support people's health and wellbeing	5	✓	✓

\* Needs to be done in conjunction with a work placement

# Healthcare or Nursing Assistant

Kaiāwhina Oranga

**BECOME A KEY PART OF THE HEALTHCARE TEAM**

## About the Job

Healthcare assistants are support staff who work collaboratively with other health professionals to meet the needs of their patients, follow policy and procedures, and work under direction and delegation of a registered health professional. They may work in hospitals, general practices or other medical settings.

To carry out the role safely, the healthcare assistant must be appropriately trained, supervised and assessed as competent for the role. The healthcare assistant must have the knowledge, skills and understanding to carry out the duties in a caring and compassionate way.



“The best part [of the job] is actually seeing the patients progress until they get discharged, either walking or going in a wheelchair, and their family picking them up. That’s the best part.”

**CALVIN FUIMAONO AIESI NAOIA,**  
HEALTHCARE ASSISTANT, ASPIRING NURSE

## What are the Job Opportunities ?



## Likely work environments?

- Public and Private Hospitals
- Clinics • Patients Homes

## Your Career Journey

### At School

#### Gateway Subjects

Follow the Purple Pathway (Social and Community Services)

### Suggested Subjects

- **Sciences**
- **Health and Physical Education**
- **Social Sciences**

### Entry-level Roles

- **Healthcare Assistant**
- **Caregiver**
- **Nursing Aide**

#### Qualifications

New Zealand Certificate in Health and Wellbeing (Level 2)  
New Zealand Certificate in Health and Wellbeing (Level 3)  
Health Assistance

### Advancing Roles

- **Senior Healthcare Assistant**
- **Enrolled Nurse**

#### Qualifications

New Zealand Certificate in Health and Wellbeing (Level 4)  
Advanced Support.

## A Typical Day

### Healthcare assistants may do some or all of the following:

- provide culturally appropriate care and support.
- monitor and record vital signs.
- communicate and liaise with other health professionals.
- monitor and record changes in patient health.
- stock and supplies management.
- replace linens.

## Personal Attributes

### Healthcare assistants need:

- a caring and compassionate nature.
- to be committed to providing excellent customer service and patient care.
- to be able to follow hospital rules and regulations related to patient privacy and safety.
- to work well in a team but be able to work with minimal supervision.
- to have good observation skills.
- to be willing to perform personal care tasks.

## Suggested Unit Standards at Level 2

Unit Standard	Title	Credits	Theory	Practical
<b>20826</b>	Describe infection control requirements in a health or wellbeing setting	3	✓	✓
<b>*23451</b>	Describe the role of a support worker in a health or wellbeing setting	5	✓	✗
<b>28518</b>	Interact with people to provide support in a health or wellbeing setting	5	✗	✓
<b>28519</b>	Maintain a safe and secure environment for people and support workers in a health or wellbeing setting	6	✓	✓
<b>28529</b>	Identify the impact of culture on support in a health or wellbeing setting	5	✓	✗
<b>28548</b>	Support a person's wellbeing and quality of life in a health or wellbeing setting	3	✓	✗

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>16871</b>	Describe physical disability and the support needs of a person with a physical disability in a health or wellbeing setting	4	✓	✗
<b>23375</b>	Describe hearing impairment	5	✓	✗
<b>23386</b>	Support a person to meet personal care needs in a health or wellbeing setting	5	✓	✓
<b>23387</b>	Demonstrate knowledge of the ageing process and its effects on a person's lifestyle and wellbeing	7	✓	✗
<b>26801</b>	Describe the benefits of breastfeeding, available support services, and Baby Friendly Initiatives	3	✓	✗
<b>27457</b>	Describe the anatomy and physiology of systems and associated organs of the human body	6	✓	✗

\* Needs to be done in conjunction with a work placement

cont'd next page

## Suggested Unit Standards at Level 3 cont'd

Unit Standard	Title	Credits	Theory	Practical
<b>27459</b>	Observe, describe, and respond to changes in a person in a health or wellbeing setting	4	✓	✓
<b>28521</b>	Recognise and describe responses to vulnerability and abuse in a health or wellbeing setting	5	✓	✗
<b>28528</b>	Describe and apply a person-centred approach in a health or wellbeing setting	3	✓	✓
<b>28535</b>	Demonstrate knowledge of procedures for infection control in a health or wellbeing setting	4	✓	✓
<b>28542</b>	Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting	5	✓	✓
<b>*28543</b>	Describe culturally safe Māori operating principles and values, and their application in a health or wellbeing setting	5	✓	✗
<b>28557</b>	Communicate to support people's health and wellbeing	5	✓	✓

\* Needs to be done in conjunction with a work placement





# Primary Care Practice Assistant

Kaiāwhina Mahi Oranga Matua

**SUPPORT YOUR TEAM IN DELIVERING EXCELLENT PATIENT CARE**

## About the Job

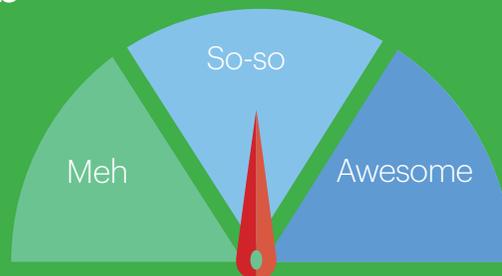
Primary care practice assistants undertake clinical and administrative tasks in a primary care practice.

This is a role that provides variety and is suitable for people who do not wish to be desk-bound. You will support GPs, practice nurses and other health professionals in providing excellent patient care.

“When people phone up and want an appointment I can point them in the right direction. I love helping them and the doctors as well. I love the responsibility.”

**DEB MORRISON**, PRIMARY CARE PRACTICE ASSISTANT, BELFAST NORTH MEDIQUAL DOCTORS

## What are the Job Opportunities ?



## Likely work environments?

- GP Clinics
- Public and Private Hospitals
- Rehabilitation Clinics
- Medical Clinics

## Your Career Journey

### At School

**Gateway Subjects**  
Follow the Purple Pathway (Social and Community Services)

### Suggested Subjects

- Sciences
- Technology

### Entry-level Roles

- Receptionist
- Medical Receptionist

### Qualifications

New Zealand Certificate in Health and Wellbeing (Level 3)  
Health Assistance  
New Zealand Certificate in Business (Level 3)  
Administration and Technology

### Advancing Roles

- Primary Care Practice Assistant

### Qualifications

New Zealand Apprenticeship in Primary Care Practice Assistance (Level 4)

## A Typical Day

Primary care practice assistants may do some or all of the following:

- greet and register patients.
- schedule appointments with physicians and nurses.
- monitor and order stocks.
- assist patients during their appointments.
- prepare examination or appointment rooms.
- prepare and sterilise equipment.

## Personal Attributes

Primary care practice assistants need:

- to be committed to providing excellent customer service and patient care.
- to maintain patient confidentiality.
- to work well in a team but be able to work with minimal supervision.
- to be organised and work well in a fast-paced environment.

## Suggested Unit Standards at Level 2

Unit Standard	Title	Credits	Theory	Practical
<b>***20826</b>	Describe infection control requirements in a health or wellbeing setting	3	✓	✓
<b>23452</b>	Describe techniques for moving equipment and people in a health or wellbeing setting	3	✓	x
<b>26982</b>	Describe communication with people with a communication disability in an aged care, health, or disability context	4	✓	x
<b>28518</b>	Interact with people to provide support in a health or wellbeing setting	5	x	✓
<b>28519</b>	Maintain a safe and secure environment for people and support workers in a health or wellbeing setting	6	✓	✓
<b>28529</b>	Identify the impact of culture on support in a health or wellbeing setting	5	✓	x

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>1810</b>	Provide information about resources and support services in a health or wellbeing setting	2	✓	✓
<b>27457</b>	Describe the anatomy and physiology of systems and associated organs of the human body	6	✓	x
<b>***28535</b>	Demonstrate knowledge of procedures for infection control in a health or wellbeing setting	4	✓	✓
<b>28536</b>	Apply health, safety, and security practices in a health or wellbeing setting	5	✓	✓
<b>28542</b>	Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting	5	✓	✓
<b>*28543</b>	Describe culturally safe Māori operating principles and values, and their application in a health or wellbeing setting	5	✓	x
<b>28544</b>	Provide support to people from different cultures in a health or wellbeing setting	5	✓	✓
<b>28557</b>	Communicate to support people's health and wellbeing	5	✓	✓

\* Needs to be done in conjunction with a work placement

\*\*\* Learning guides for US20826 and US28535 are combined.

# Orderly

Kaiāwhina ki te Hohipera

PROVIDE QUALITY SERVICE AND PATIENT CARE

## About the Job

Orderlies are responsible for assisting medical staff with patient care duties in a hospital setting. Their main responsibilities may vary by facility, but common duties include moving patients using a wheelchair to different parts of the hospital, verifying that linens are stocked and clean, ensuring rooms are clean after procedures and transporting any necessary equipment to specified locations within a hospital.

Every day is different when you are in this role. You will be engaging with different types of people. You will be part of a multi-disciplinary team in the wider healthcare system. You will be on your feet a lot and will have to perform other physical duties as required, such as lifting and moving patients. The role can include working shifts and may involve working during evenings and weekends.



'They just want someone to chat to in between. We make them feel better sometimes when they're nervous. Another thing is the fact that we help a lot of people so much, I find it really rewarding for myself.'

**CHARISSA THEYERS**, ORDERLY  
CHRISTCHURCH PUBLIC HOSPITAL

## What are the Job Opportunities ?



## Likely work environments?

- Public or Private Hospital
- Rest Homes
- Disability Support Centres
- Rehabilitation Centres

## Your Career Journey

### At School

#### Gateway Subjects

Follow the Purple Pathway (Social and Community Services)

### Suggested Subjects

- Health and Physical Education
- Social Sciences

### Entry-level Roles

- Orderly
- Healthcare Assistant
- Health Assistant
- Caregiver

#### Qualifications

New Zealand Certificate in Health and Wellbeing (Level 2)  
New Zealand Certificate in Health and Wellbeing (Level 3)  
Health Assistance  
New Zealand Certificate in Health and Wellbeing (Level 3)  
Orderly Services

### Advancing Roles

- Assessor/Trainer
- Team Leader
- Supervisor

#### Qualifications

New Zealand Apprenticeship in Health and Wellbeing (Level 4) Community Facilitation  
New Zealand Certificate in Business (Level 4)  
First Line Management

## A Typical Day

### Orderlies may do some or all of the following:

- provide basic patient care under direction of nursing staff.
- assist patients to get around the different parts of the hospital.
- transport equipment.
- perform basic housekeeping tasks.

## Personal Attributes

### Orderlies need:

- a caring and compassionate nature.
- to be committed to providing excellent customer service and patient care.
- to be able to follow hospital rules and regulations related to patient privacy and safety.
- to work well in a team but be able to work with minimal supervision.
- excellent communication skills.
- good level of fitness.

## Suggested Unit Standards at Level 2

Unit Standard	Title	Credits	Theory	Practical
<b>**20826</b>	Describe infection control requirements in a health or wellbeing setting	3	✓	✓
<b>***23451</b>	Describe the role of a support worker in a health or wellbeing setting	5	✓	✗
<b>23452</b>	Describe techniques for moving equipment and people in a health or wellbeing setting	3	✓	✗
<b>28518</b>	Interact with people to provide support in a health or wellbeing setting	5	✗	✓
<b>28519</b>	Maintain a safe and secure environment for people and support workers in a health or wellbeing setting	6	✓	✓
<b>28529</b>	Identify the impact of culture on support in a health or wellbeing setting	5	✓	✗

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>27833</b>	Support people to use assistive equipment and move in a health or wellbeing setting	5	✓	✓
<b>28521</b>	Recognise and describe responses to vulnerability and abuse in a health or wellbeing setting	5	✓	✗
<b>28530</b>	Move and store equipment in a healthcare facility	7	✓	✓
<b>28534</b>	Support the effective functioning of a healthcare facility as an orderly	5	✓	✓
<b>**28535</b>	Demonstrate knowledge of procedures for infection control in a health or wellbeing setting	4	✓	✓
<b>28542</b>	Demonstrate and apply knowledge of professional and ethical behaviour in a health or wellbeing setting	5	✓	✓

\*\*Learning guides for US20826 and US28535 are combined.

\*\*\*Learning guide is combined with 23686.

# Cleaner

Kaihoroi Whare

A GREAT CAREER PATH TO YOUR OWN BUSINESS

## About the Job

Cleaning is about delivering expert customer service and keeping our shared spaces clean and safe. You'll typically be a part of a team and work in a range of places including offices, industrial or public buildings, hotels, malls, hospitals, carparks or private homes.

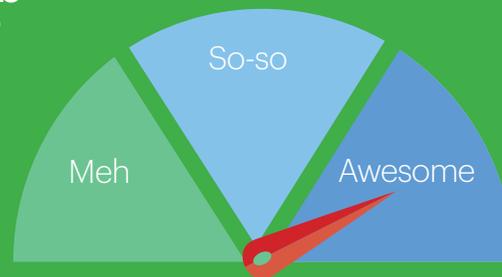
As a cleaner you'll also be at the forefront in preventing the spread of infection and contamination. You may be working by yourself or with a team.



"Working as a cleaner at the Laura Fergusson Trust, the most important thing for me is that I can walk away and feel like I've made a difference to the residents."

**HALEY TAYLOR**, CLEANER AND TEAM LEADER  
LAURA FERGUSSON TRUST

## What are the Job Opportunities ?



## Likely work environments?

- Office Buildings • Malls • Schools
- Hotels • Hospitals • Homes

## Your Career Journey

### At School

You might be able to find after-school work as a cleaner

#### Gateway Subjects

Follow the Service Industry Vocational Pathway

### Suggested Subjects

- Science
- Technology

### Entry-level Roles

- Cleaner

#### Qualifications

New Zealand Certificate in Cleaning (Level 2)  
The New Zealand Certificate in Cleaning (Level 2) with optional endorsement in healthcare facilities cleaning

### Advancing Roles

- Team leader
- Trainer
- Specialist cleaning roles:
  - Contagion and Specialised Infection Control
  - Food Production
  - High Risk Environments

#### Qualifications

New Zealand Certificate in Cleaning (Level 3)  
New Zealand Certificate in Cleaning (Level 3) Specialist Cleaning  
New Zealand Certificate in Cleaning (Level 3) Supervision

## A Typical Day

### Cleaners may do some or all of the following:

- clean public spaces.
- interact with customers.
- clean surfaces and appliances.
- vacuum, mop and polish floors.
- clean a range of rooms from bathrooms and bedrooms to operating theatres or laboratories.
- handle cleaning supplies and chemicals.

## Personal Attributes

### Cleaners need to be:

- honest and reliable.
- quick and efficient with an eye for detail.
- able to work autonomously or as part of a team.

## Suggested Unit Standards at Level 2

Unit standard	Title	Credits	Theory	Practical
<b>***28354</b>	Explain cleaning product risks and physical hazards in the cleaning industry, and procedures for reporting incidents	4	✓	✓
<b>***28355</b>	Explain hazards, injury prevention strategies and injury reporting requirements in the cleaning industry	5	✓	✗
<b>*28356</b>	Demonstrate knowledge of customer service in the cleaning industry	2	✓	✓
<b>***28357</b>	Apply security requirements and explain privacy requirements and emergency procedures in the cleaning industry	3	✓	✓
<b>*28358</b>	Demonstrate knowledge of infection prevention and control and manage laundry and waste in a health care facility	5	✓	✓

\* Needs to be done in conjunction with a work placement

\*\*\*Learning guides for US28354, US28355 and US28357 are combined.

## Suggested Unit Standards at Level 3

Unit Standard	Title	Credits	Theory	Practical
<b>9681</b>	Contribute within a team or group which has an objective	3	✓	✓
<b>29384</b>	Apply general knowledge of infection prevention and contamination as a cleaner	5	✓	✓
<b>29386</b>	Clean hard floor surfaces	5	✗	✓
<b>29388</b>	Meet site specific health and safety requirements when working as a cleaner	10	✗	✓

# Careerforce Qualification Pathways

	Health and Wellbeing Certificates and Diploma	Health and Wellbeing Apprenticeships	Youth Work Certificates and Diploma
LEVEL 2	New Zealand Certificate in Health and Wellbeing (Level 2)		
LEVEL 3	New Zealand Certificate in Health and Wellbeing (Level 3) Health Assistance Strand		New Zealand Certificate in Youth Work (Level 3)
	New Zealand Certificate in Health and Wellbeing (Level 3) Dental Assistance		
	New Zealand Certificate in Health and Wellbeing (Level 3) Orderly Services Strand		
	New Zealand Certificate in Health and Wellbeing (Level 3) Newborn Hearing Screening Strand		
	New Zealand Certificate in Health and Wellbeing (Level 3) Vision Hearing Screening Strand		
	New Zealand Certificate in Health and Wellbeing (Level 3) Support Work Strand		
	New Zealand Certificate in Health and Wellbeing (Level 3) Whānau, Kin and Foster		
LEVEL 4	New Zealand Certificate in Health and Wellbeing (Level 4) (Advanced Support)	<p>New Zealand Apprenticeship in Health and Wellbeing (Level 4) (Social and Community Services)</p> <ul style="list-style-type: none"> <li>• Community Facilitation Strand</li> <li>• Community Facilitation specialising in Youth Work</li> <li>• Community Facilitation specialising in Diversional Therapy</li> <li>• Mental Health and Addiction Support Strand</li> <li>• Community Health Work Strand</li> <li>• Social Services Strand</li> </ul> <p>New Zealand Apprenticeship in Health and Wellbeing (Level 4) (Primary Care Practice Assistance)</p> <p>New Zealand Apprenticeship in Health and Wellbeing (Level 4) (Rehabilitation Support) Brain Injury Strand</p> <p>New Zealand Apprenticeship in Healthcare Assistance for Aged Care (Level 4) with context in Palliative Care, Dementia and Complex Conditions</p> <p>New Zealand Apprenticeship in Health and Wellbeing (Level 4) Peer Support</p>	New Zealand Certificate in Youth Work (Level 4)
LEVEL 5	New Zealand Diploma in Health and Wellbeing (Level 5) Applied Practice		
LEVEL 6			New Zealand Diploma in Youth Work (Level 6)

Cleaning Certificates	Business Certificates and Diplomas	Urban Pest Management Certificate	Specialist Diplomas
New Zealand Certificate in Cleaning (Level 2)			
New Zealand Certificate in Cleaning (Level 3)		New Zealand Certificate in Pest Operations (Level 3) (Urban Pest Control)	
New Zealand Certificate in Cleaning (Level 3) Specialist Cleaning Strand			
New Zealand Certificate in Cleaning (Level 3) Supervision Strand			
	New Zealand Diploma in Business (Level 5) (Leadership & Management)		
			New Zealand Diploma in Hearing Therapy (Level 6)



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## From **students:**

“You don’t have to go to Uni, there’s lots of different pathways.”

“Gateway was a good way for me to experience career options I was interested in, and better understand what I’m going to do when I leave school.”

“I’m now aware of the different opportunities I can continue with after school.”

“Health and wellbeing can relate to many things.”

**Get in touch with your Vocational Pathways Advisor:**

Our dedicated team will be happy to discuss these career pathway options and Gateway packages with you and your students.

**Phone:** 0800 277 486

**Email:** [schools@careerforce.org.nz](mailto:schools@careerforce.org.nz)

**Web:** [careerforce.org.nz](http://careerforce.org.nz)



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