



# Careerforce Gateway Guide

**The Careerforce Gateway  
to rewarding careers in:**

- Health and Wellbeing
- Aged Care
- Disability Support
- Youth Work
- Urban Pest Management
- Social and Community Services
- Cleaning



**Careerforce**  
*te toi pūkenga*



**Te Pūkenga**

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# Ko wai mātou

## About us

Careerforce is a business division of Te Pūkenga – the New Zealand Institute of Skills and Technology. We support work-based learning for New Zealand's health and wellbeing sectors.

The ākonga (learners) we support work alongside Aotearoa's most vulnerable, both young and old. The health and wellbeing sectors present a variety of exciting career opportunities for school leavers.

These include disability support, social services, youth work, mental health and addiction support, aged care, cleaning, urban pest management and many more!

### Gateway with Careerforce | Te Pūkenga

Our Gateway programmes provide students with opportunities to access structured workplace learning and introduce them to the range of careers available in the growing health, wellbeing, social and community sectors.

Our Gateway packages:

- Are available to year 11 – 13 students.
- Include both theory and practical application.
- Are unit standard based with industry work experience.
- Can be tailored to each student's interest.

Our team of Vocational Pathways Advisors work with schools to discuss career pathways and suitable Gateway programmes.

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### How to enrol

1. New schools can register by completing an Organisation Registration Form.
2. Schools must also complete a Memorandum of Understanding.
3. An individual Gateway Training Agreement Form is required for each enrolling student. (Students must also clearly state their National Student Number, legal name and contact details, and sign the Training Agreement).
4. All forms are downloadable via [careerforce.org.nz/for-schools](https://careerforce.org.nz/for-schools).
5. Completed forms need to be sent to [schools@careerforce.org.nz](mailto:schools@careerforce.org.nz) or directly to your Vocational Pathways Advisor.

### What's included?

- Registration with Careerforce allows schools to access the Careerforce Resource Library for downloadable assessments and learning guides.
- Students enrolling in Foundation Packages will receive an online introduction session with a Careerforce assessor.
- Options for online or paper-based learning.
- Assessment of the student's work by a registered Careerforce Assessor.
- Reporting of the unit standard achievement to NZQA.

# Our Gateway programmes

All unit standards completed through Gateway will contribute towards a New Zealand Certificate, should students continue with their learning.



# Full qualifications offered through Gateway

Qualification title	Credits
New Zealand Certificate in Health and Wellbeing (Level 2)	40
New Zealand Certificate in Health and Wellbeing (Level 3)	70
New Zealand Certificate in Cleaning (Level 3)	47
New Zealand Certificate in Youth Work (Level 3)	43

## Cleaning Micro-credential NCEA Level 2

Hygiene for Workplaces/Cleaning Micro-credential (22 credits)		
Unit Standard	Name	Credits
28352	Carry out core cleaning tasks	10
28355*	Hazards and injury prevention	8
28354*	Demonstrate knowledge of cleaning product risks, and strategies to maintain safety	2
28357*	Security and privacy	2

*\*Integrated assessments*

# Gateway Foundation Packages

Foundation Packages are specific sets of units, selected for their suitability for Gateway students. The units cover a range of topics and are designed to provide foundation information and skills practice, in the student's area of interest. Students are supported with online learning

sessions hosted by their assessor who will introduce the learning materials and explain the assessment requirements of each unit standard. All units in the Foundation Packages can become part of a full qualification should the student wish to continue with their study.

## NCEA Level 2

Health and Wellbeing Foundation Level 2 (20 credits)		
Unit Standard	Name	Credits
28529	Culture and support	5
28518	Interacting with people	5
20826	Infection control	3
28517	Risk and changes	5
23686	A person's rights	2

## NCEA Level 3

### Youth Work Foundation Level 3 (20 credits)

Unit Standard	Name	Credits
28522	Human development theory	6
32418	Describe Te Tiriti o Waitangi and a bi-cultural approach	6
22257	Profile youth in Aotearoa New Zealand	3
16856	Group work and leadership	5

### Health and Wellbeing Foundation Level 3 (22 credits)

Unit Standard	Name	Credits
28542	Professional and ethical behaviour	5
28521	Vulnerability and abuse	5
27457	Anatomy and physiology	6
32418	Te Tiriti o Waitangi and a bi-cultural approach	6

### Dental Assistance Foundation Level 3 (23 credits)

Unit Standard	Name	Credits
29395*	Infection prevention and control in Dentistry	10
29454*	Oral health care procedures	10
9681	Working in a team	3

\*Integrated assessments

### Foundation for Disability Support Level 3 (22 credits)

Unit Standard	Name	Credits
16870	Intellectual disability and support needs	4
16871	Physical disability and support needs	4
23925	Support a person to maximise independence	6
28528	Person-centred approach	3
28557	Communication	5

### Peer Mentoring for Youth Level 3 (15 credits)

Unit Standard	Name	Credits
16850	Work with a young person as a youth worker	5
28542	Professional and ethical behaviour	5
32202	Mana Taiohi Principles	5

Cultural Confidence Level 3 (15 credits)		
Unit Standard	Name	Credits
32418	Te Tiriti o Waitangi and a bi-cultural approach	6
32419	Māori values	4
28544	Support for different cultures	5

Urban Pest Management Level 3 (6 credits)		
Unit Standard	Name	Credits
32251	Demonstrate knowledge of Urban Pest Management	6

Mental Health Wellbeing Level 3 (3 credits)		
Unit Standard	Name	Credits
26971	Mental health wellbeing	3

# Individual units

Students can also select from our range of individual unit standards.





## Health and Wellbeing Level 2

Unit Standard	Name	Level	Credits
20826	Infection control	2	3
23451	Being a support worker	2	5
23686	A person's rights	2	2
26982	Communication impairment	2	4
28517	Risk and changes	2	5
28518	Interacting with people	2	5
28519	Safe and secure environment	2	6
28529	Culture and support	2	5
28548	Wellbeing and quality of life	2	3

## Health and Wellbeing Level 3

Unit Standard	Name	Level	Credits
09694	Communication process theory	3	4
16870	Intellectual disability and support needs	3	4
16871	Physical disability and support needs	3	4
20965	Epilepsy	3	4
23374	Autism	3	3
23375	Hearing impairment	3	5
23382	Participate in the community	3	3
23387	The ageing process	3	7
23388	Challenging behaviour	3	4
23925	Support a person to maximise independence	3	6
25987	Pacific values and principles	3	6
26971	Mental health wellbeing	3	3
27104	Apply the Code of Rights	3	2
27457	Anatomy and physiology	3	6
27459	Observe and respond to changes	3	4
28521	Vulnerability and abuse	3	5
28523	Community values and attitudes and their impact on people with disabilities	3	2
28524	Holistic needs	3	5
28528	Person-centred approach	3	3
28536	Health, safety, and security practices	3	5
28542	Professional and ethical behaviour	3	5
28544	Support for different cultures	3	5
28557	Communication	3	5
32418	Te Tiriti o Waitangi and a bi-cultural approach	3	6
32419	Māori values	3	5

### Youth Work Level 3

Unit standard	Name	Level	Credits
16850	Work effectively with a young person	3	5
16856	Describe group work and leadership in youth work in the youth development sector	3	5
16857	Youth Development Project	3	10
22257	Profile Youth in Aotearoa NZ	3	3
28522	Human development theory	3	6
28542	Demonstrate and apply knowledge of professional and ethical behaviour in a health and wellbeing setting	3	5
32202	Mana Taiohi principles	3	5
32418	Describe Te Tiriti o Waitangi and a bi-cultural approach	3	6
32419	Māori values	3	4

### Cleaning Level 2

Unit standard	Name	Level	Credits
5762	Customer services for cleaners	2	2
28350	Foundations of cleaning	2	10
28351	Identify, describe and apply common cleaning products to different surfaces	2	2
28352	Carry out core cleaning tasks	2	10
28353	Foundations of hygiene	2	4
28354	Demonstrate cleaning products risks and strategies to maintain safety	2	2
28355	Hazards and injury prevention	2	8
28357	Security and privacy	2	2
28358	Infection control for cleaners in health care facilities	2	5

### Urban Pest Management Level 3

Unit standard	Name	Level	Credits
32251	Demonstrate knowledge of urban pest management	3	6

# Gateway pricing

Micro-credential		Credits	
Hygiene for Workplaces/Cleaning Micro-credential Level 2		22	\$550 (inc GST)
Foundation Package		Credits	
Health and Wellbeing Foundation Level 2		20	\$550 (inc GST)
Health and Wellbeing Foundation Level 3		22	
Youth Work Foundation Level 3		20	
Foundation for Disability Support Level 3		22	
Dental Assistance Foundation Level 3		23	
Peer Mentoring for Youth Foundation Level 3		15	\$360 (inc GST)
Cultural Confidence Foundation Level 3		15	
Individual Unit Standards		\$24 per credit (inc GST)	
Urban Pest Management			
US32251	Demonstrate knowledge of urban pest management	\$144 (inc GST)	

Contact one of our Vocational Pathways Advisors to enrol your students into a Gateway programme:

0800 277 486  
[schools@careerforce.org.nz](mailto:schools@careerforce.org.nz)  
[careerforce.org.nz/high-schools](https://careerforce.org.nz/high-schools)



# Explore health and wellbeing careers

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# Kaimahi Taiohi

## Youth Worker

### Turn your passion for helping young people into a career

Youth workers support young people and their families by helping them develop 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. It may involve local travel to meet the young people you work with.

### About the role

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

- 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.

### Characteristics of a youth worker

Youth workers are:

- 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, impartial and able to keep information private.
- Energetic and enthusiastic, with a sense of humour.
- Able to work well under pressure.
- Well organised.



### Suggested Gateway Packages

Package	Credits
Youth Work Foundation Level 3	20
Peer Mentoring Foundation Level 3	15
Cultural Confidence Level 3	15
Students can also select individual unit standards as desired.	

# Kaimahi Toko i te Ora

## Social Service Worker

### Help the vulnerable in your community – make a difference to people’s lives

Social service workers provide advice and support to individuals and families with personal or social problems and help with community and social issues. Most social service workers are employed by the government or NGOs. Your role is to provide advice and support to people 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 might find the work stressful as you deal with challenging and highly distressed clients, but it’ll also be very rewarding knowing that you’re making a difference. You might work for government agencies and non-profit or voluntary welfare organisations and may need to travel locally to visit the people you support in their homes.

### About the role

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.

### Characteristics of a social service worker

Social service workers are:

- 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 Gateway Packages

Package	Credits
Youth Work Foundation Level 3	20
Peer Mentoring Foundation Level 3	15
Cultural Confidence Level 3	15
Health and Wellbeing Foundation Level 2	20
Health and Wellbeing Foundation Level 3	22
Students can also select individual unit standards as desired.	

# Kaimahi Oranga Hinengaro

## Mental Health Support Worker

### Help people find hope and their inner strength

Mental health support workers support people with long term mental health issues. 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.

### About the role

A mental health support worker 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 the development of everyday skills e.g. cooking a meal, 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 authorities.

### Characteristics of a mental health support worker

Mental health support workers are:

- Supportive, understanding and caring.
- Excellent communicators who relate well to a wide range of people.
- Team workers who can coordinate professional services.
- Good problem solvers.
- Practical, organised, and responsible with great time management skills.



### Suggested Gateway Packages

Package	Credits
Youth Work Foundation Level 3	20
Peer Mentoring Foundation Level 3	15
Cultural Confidence Level 3	15
Health and Wellbeing Foundation Level 2	20
Health and Wellbeing Foundation Level 3	22
Students can also select individual unit standards as desired.	

# Kaiāwhina Tapuhi

## Support and Aged Care Worker

### Make a real difference in the lives of others

Support and aged care (kaiāwhina) workers aid people in a variety of health, wellbeing and community settings, and in their homes. You'll work with a range of different people with different needs and abilities that must be respected.

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

### About the role

Support and aged care workers may do some, or all, of the following:

- 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.

### Characteristics of a support and aged care worker

Support and aged care workers are:

- Practical, organised and responsible.
- Reasonably fit, healthy and strong, as the work can be physically demanding.
- Supportive, understanding and caring nature.
- Good communicators.
- Able to relate well to people from a range of cultures.
- Able to work both as part of a team and independently.



### Suggested Gateway Packages

Package	Credits
Health and Wellbeing Foundation Level 2	20
Health and Wellbeing Foundation Level 3	22
Cultural Confidence Level 3	15
Students can also select individual unit standards as desired.	



# Kaihaumanu Rehia

## Diversional Therapist

### Let your creativity loose and support others to pursue new interests and activities

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.



### About the role

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

- Design and facilitate recreational activities for enjoyment and fulfilment of the individual that:
  - allow freedom of choice
  - encourage communication and expression
  - allow people to work within their own capabilities
  - help with memory and orientation
  - encourage the use of visual and hand skills.
- Encourage participation and enjoyment in these events and activities.
- Instruct clients how to do the activities.
- Assess and document clients' progress.
- Supervise events and activities.
- Discuss individual's progress with medical and other professionals, and families/whānau.

### Characteristics of a diversional therapist

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 Gateway Packages

Package	Credits
Health and Wellbeing Foundation Level 2	20
Health and Wellbeing Foundation Level 3	22
Cultural Confidence Level 3	15
Students can also select individual unit standards as desired.	

# Kaiāwhina ki te Hohipera

## Orderly

### Provide quality service and patient support

Orderlies are responsible for assisting medical staff with patient support duties in a hospital setting. Common duties include moving patients, verifying that linens are stocked and clean, ensuring rooms are clean after procedures and transporting any necessary equipment to specified locations within the hospital.

Every day is different when you are in this role. You will be engaging with different 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 during evenings and weekends.

### About the role

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

- Assist patients to get around the hospital.
- Transport equipment.
- Perform basic housekeeping tasks.
- Provide security.

### Characteristics of an orderly

Orderlies are:

- Caring and compassionate.
- Committed to providing excellent customer service and patient care.
- Able to follow hospital rules and regulations related to patient privacy and safety.
- Able to work well in a team and able to work with minimal supervision.
- Excellent communicators.
- Physically fit.



### Suggested Gateway Packages

Package	Credits
Health and Wellbeing Foundation Level 2	20
Health and Wellbeing Foundation Level 3	22
Cultural Confidence Level 3	15
Students can also select individual unit standards as desired.	

# Kaiāwhina Haumanu Hauora Healthcare Assistant

## Become a key part of the healthcare team

Healthcare assistants are support staff who work collaboratively with the 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.

The healthcare assistant must have the knowledge, skills and understanding to carry out the duties in a caring and compassionate way.

## About the role

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.

## Characteristics of a healthcare assistant

Healthcare assistants are:

- Caring and compassionate.
- Committed to providing excellent customer service and patient care.
- Able to follow hospital rules and regulations related to patient privacy and safety.
- Able to work well in a team and work with minimal supervision.
- Observant.
- Able to perform personal care tasks.



## Suggested Gateway Packages

Package	Credits
Health and Wellbeing Foundation Level 2	20
Health and Wellbeing Foundation Level 3	22
Cultural Confidence Level 3	15
Students can also select individual unit standards as desired.	

# Kaitautoko Tākuta Niho

## Dental Assistant

### Play a vital role supporting a team of dental professionals

Dental assistants help dentists with patient care and running dental practices. You will provide excellent patient care and support during dental procedures. You will need to have knowledge of basic dentistry and hygiene, general dental practices, dental vocabulary and how to use and care for dental equipment.

Most dental assistants work in dental surgeries, hospitals, private dental practices and community health centres. You will work regular business hours and may be required to work late nights and weekends.

### About the role

Dental assistants may do some, or all, of the following:

- Greet and prepare patients for treatment.
- Work chairside with the dentist during dental procedures.
- Organise and maintain the sterilisation area in compliance with infection control standards.
- Perform sterilisation of dental instruments and equipment according to protocols and guidelines.
- Assist in managing inventory and ordering supplies.
- Develop x-rays.
- Make moulds of patients' teeth.
- Perform reception and clerical duties.
- Follow safety protocols and maintain a clean and organised work environment.

### Characteristics of a dental assistant

Dental assistants are:

- Confident communicators who can relate well to people of all ages and cultures.
- Detail oriented and organised.
- Committed to maintaining high standards of cleanliness and infection control.
- Reliable, adaptable, and able to work independently, professionally, and efficiently in a fast-paced environment.
- Able to work well under pressure.
- Proficient in computer software applications.



### Suggested Gateway Package

Package	Credits
Dental Assistance Foundation Level 3	23
Students can also select individual unit standards as desired.	

# Kaiāwhina Whakamatutu Rehabilitation Assistant

## Help people reach their maximum recovery to live independent lives

Rehabilitation assistants work under the direction of licensed physical or occupational therapists to support a person who has suffered an injury or illness. They assist patients in areas of mobility as well as in operating devices or equipment. 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 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.



## About the role

Rehabilitation assistants work with or under the direction of licensed physical or occupational therapists and may do some, or all, of the following:

- Explain therapy procedure to patients.
- Assist clients with personal care and daily living skills.
- Demonstrate how patients should use mobility aids.
- Work through exercises with patients.
- Prepare equipment for use.
- Maintain records of patients' progress.
- Provide reports to therapists.
- Encourage the client to participate in social and employment opportunities.

## Characteristics of a rehabilitation assistant

Rehabilitation assistants are:

- Able to plan, and use initiative.
- Able to relate respectfully to people with physical and cognitive disabilities.
- Physically fit and 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 verbal and written communicators.
- Able to work independently and as part of a team.

## Suggested Gateway Packages

Package	Credits
Health and Wellbeing Foundation Level 2	20
Health and Wellbeing Foundation Level 3	22
Foundation for Disability Support Level 3	22
Cultural Confidence Level 3	15

Students can also select individual unit standards as desired.

# Kaihoroi Whare Cleaner

## A great career path to your own business

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, car parks and 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.

## About the role

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

- Clean public spaces.
- Interact with customers.
- Clean surfaces and appliances.
- Clean food preparation areas.
- Vacuum, mop and polish floors.
- Clean a range of rooms from bathrooms and bedrooms to operating theatres or laboratories.
- Handle cleaning supplies and chemicals.

## Characteristics of a cleaner

Cleaners are:

- Honest and reliable.
- Quick and efficient with an eye for detail.
- Able to work autonomously or as part of a team.

### Suggested Gateway Packages

Package	Credits
Hygiene for Workplaces/Cleaning Micro-credential Level 2	22
Students can also select individual unit standards as desired.	



# Kaiāwhina Kaiako Teacher Aide

## Support students to make the most of every learning opportunity

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

### About the role

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 students' behaviour and progress to discuss with teacher and parents.
- Help teachers plan lessons for students.
- Assist with personal care for students who may require support in eating or toileting.
- Help with extra activities as required.



### Characteristics of a teacher aide

Teacher aides are:

- Understanding and patient.
- Able to motivate and encourage students.
- Practical, organised and able work well under pressure.
- Creative and adaptable.
- Good communicator.

### Suggested Gateway Packages

Package	Credits
Foundation for Disability Support Level 3	22
Cultural Confidence Foundation Level 3	15
Students can also select individual unit standards as desired.	

# Urban Pest Manager

## Improve community health by maintaining safe, pest-free environments

An urban pest manager eliminates or reduces the number of pests in commercial and public businesses and prevents the pest recurring in a range of places including offices, industrial or public buildings, hotels, malls, hospitals, residential facilities carparks and private homes.

As an urban pest manager, you'll be at the forefront in preventing the spread of pests such as rodents, cockroaches, spiders, and bed bugs. You may be working by yourself or with a team.

## About the role

Urban pest managers may do some, or all, of the following:

- Eliminate pests from kitchens, warehouses and public spaces.
- Interact with customers.
- Develop pest management plans for commercial businesses.
- Control pests in hospitals and residential care facilities.
- Understand the life cycles of pests in order to develop sustainable management plans.

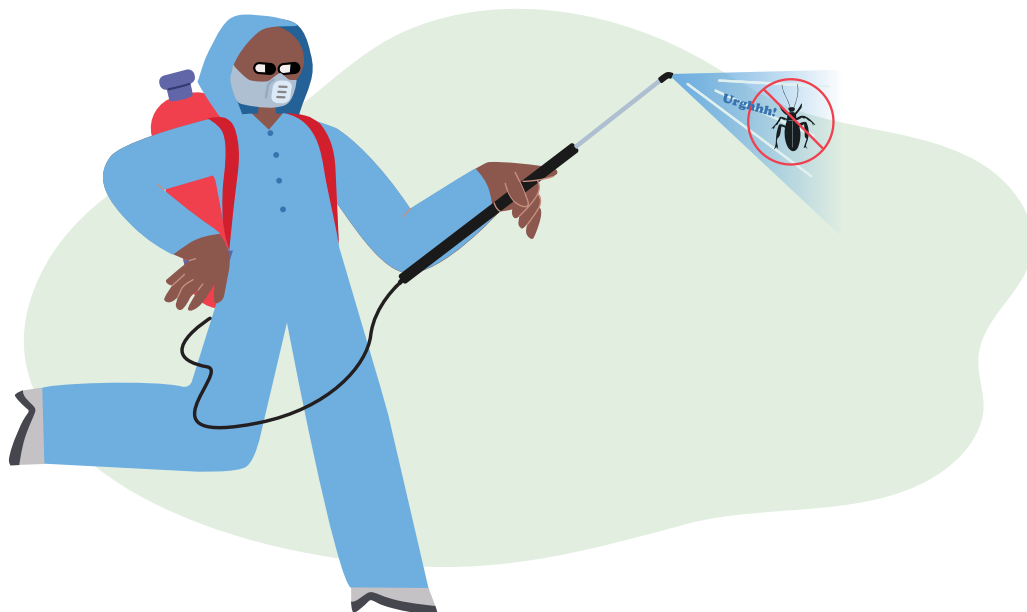
## Characteristics of an urban pest manager

Urban pest managers are:

- Honest and reliable.
- Quick and efficient with an eye for detail.
- Able to work autonomously or as part of a team.

### Suggested Gateway Package

Package	Credits
32251 Demonstrate knowledge of Urban Pest Management	6
Students can also select individual unit standards as desired.	





# Gateway Administration

## Gateway Foundation Packages

On enrolment of students into the Gateway Package, an introduction session will be arranged at a mutually agreeable time. This will be hosted online by the Careerforce assessor. This session will introduce the students to the learning and assessment materials and ensure that they understand the assessment requirements.

The Careerforce assessor will also provide a lesson plan and coaching session for each unit standard in the Foundation Package selected.

## Individual unit standards

Students can also select individual unit standards as required.

## Learning options

Students can elect to complete their theoretical learning and assessment either on paper or online through Aka Toi, the Careerforce learning and assessment portal.

## Work placements

There is an emphasis on related work experience so that students have opportunities to learn and practice new skills, while working alongside experts in the sector. These experiences will enable students to make informed decisions on their career pathways and potentially provide a smooth transition for them from school to work.

Workplace health and safety is paramount. Students must adhere to their individual work placement's health and safety procedures, which will be discussed as part of their orientation and induction into the workplace. This must be reinforced to the student.

## Workplace Observation Guide

Many assessments have a practical component. This needs to be signed off by an observer in the workplace. An observation guide is available via [careerforce.org.nz/gateway-employers](https://careerforce.org.nz/gateway-employers) and outlines the requirements for the workplace observer.

## Assessment

Upon enrolment, Gateway coordinators will be given the name and contact details of the student's registered Careerforce assessor. Paper-based assessments should be scanned to the email address of the assessor. Please ensure they are clearly named and have the practical observation sections signed by an observer from your student's workplace.

The assessor will return the marked assessment to the school. If assessments are marked as incomplete the assessor will provide details of extra work needed.

## Careerforce Learning and Assessment Library

Schools can download assessments and learning guides through the Careerforce library. This is accessed via [portal.careerforce.org.nz](https://portal.careerforce.org.nz). Instructions on how to login and use iportal are available via [careerforce.org.nz/for-schools](https://careerforce.org.nz/for-schools)

## Appeals

If a student and school wish to appeal against the assessment result, they should first talk to the assessor. If they remain dissatisfied, they can appeal to Careerforce by completing the Assessment Result Appeal form. This form can be found online at [careerforce.org.nz/forms](https://careerforce.org.nz/forms)

## Refunds

Individual unit standards are invoiced when credits are registered. Foundation Package training registration fees will be refunded if the student terminates within 3 months of enrolment. Refunds are only applicable if no unit standards in the package have been completed.

## Reporting credits to NZQA

The Careerforce assessor will report unit standard achievement to NZQA. A record of unit standards reported to NZQA will be sent to the school each time this occurs.

Due to moderation requirements, schools are not permitted to use the Careerforce provider code to report credits to NZQA.

# Qualification Pathways

	Health & Wellbeing	Social & Community Services	Business & Management	Youth Work
Level 2	<b>New Zealand Certificate in Health &amp; Wellbeing (Level 2)</b>			
Level 3	<b>New Zealand Certificate in Health &amp; Wellbeing (Level 3)</b> with strands in: <ul style="list-style-type: none"> <li>• Health Assistance*</li> <li>• Newborn Hearing Screening</li> <li>• Orderly Services</li> <li>• Support Work</li> <li>• Support Work - Disability</li> <li>• Vision Hearing Screening</li> </ul> * Careerforce offers a specialisation within this strand for Dental Assistance			<b>New Zealand Certificate in Youth Work (Level 3)</b>
Level 4	<b>New Zealand Certificate in Health &amp; Wellbeing (Advanced Care and Support) (Level 4)</b> *Careerforce also offers this as an apprenticeship programme.  <b>New Zealand Apprenticeship in Health &amp; Wellbeing (Rehabilitation Support) (Level 4)</b> with strand in Brain Injury  <b>New Zealand Apprenticeship in Health &amp; Wellbeing (Peer Support) (Level 4)</b>	<b>New Zealand Apprenticeship in Health &amp; Wellbeing (Social and Community Services) (Level 4)</b> with strands in: <ul style="list-style-type: none"> <li>• Diversional Therapy</li> <li>• Mental Health and Addiction Support</li> <li>• Disability Support</li> <li>• Community Health Work</li> <li>• Whānau, Community and Social Services</li> <li>• Whānau, Community and Social Services specialising in Youth Work.</li> </ul>		<b>New Zealand Certificate in Youth Work (Level 4)</b>  <b>New Zealand Apprenticeship in Health &amp; Wellbeing (Social and Community Services) (Level 4)</b> with a strand in Whānau, Community and Social Services. Careerforce offers a programme in this strand that specialises in Youth Work
Level 5	<b>New Zealand Diploma in Health &amp; Wellbeing (Applied Practice) (Level 5)</b>		<b>New Zealand Diploma in Business (Level 5)</b> with a strand in Leadership & Management	<b>New Zealand Diploma in Health &amp; Wellbeing (Applied Practice) (Level 5)</b>
Level 6				

Correct as at Feb 2023 / Subject to change

Cleaning	Urban Pest Management	Specialised Diplomas & Programmes	Micro-credentials & Short Programmes
New Zealand Certificate in Cleaning (Level 2) with optional strand in Health Care Facilities Cleaning			
New Zealand Certificate in Cleaning (Level 3) with optional strands in Specialist Cleaning and Supervision	New Zealand Certificate in Pest Operations (Level 3)	Mana Taiohi Unit Standard	
		Dementia Care (LCP*) Level 4 Palliative Care Assessment Package	De-Escalation Skills and Techniques for the Health and Wellbeing Sector (Level 4) Micro-credential Suicide Prevention in Aotearoa (Level 4) Micro-credential Creating Safe Spaces for Youth Development Projects (Level 4) (SCP*) Connecting and Walking Alongside Young People (Level 4) (SCP*) Supporting a Person and Implementing Diversional Therapy Plans (Level 4) (SCP*) Supporting a Person's Mental Health and Addiction Wellbeing (Level 4) (SCP*)
		New Zealand Diploma in Hearing Therapy (Level 6)	

\*LCP: Limited Credit Programme

\*SCP: Supplementary Credit Programme



Contact one of our Vocational Pathways  
Advisors to enrol your students  
into a Gateway programme:

0800 277 486  
[schools@careerforce.org.nz](mailto:schools@careerforce.org.nz)  
[careerforce.org.nz/high-schools](https://careerforce.org.nz/high-schools)