



**An apprenticeship for people working as  
Youth Workers leading to the New Zealand  
Certificate in Health & Wellbeing (Level 4)**



**Careerforce**  
*te toi pūkenga*

*Enabling workplace training*

# New Zealand Certificate in Health and Wellbeing (Social and Community Services) Community Facilitation strand specialising in Youth Work

## Level 4, 120 credits

The Youth Work Apprenticeship programme will provide youth workers with a broad understanding of the wider social context in which they work in and provide them with youth work specific skills and knowledge. This programme is designed for those who are already in employment as a youth worker who may be experienced or new to the role.

The underpinning philosophy of the programme is to build a person-centred workforce that ensures young people have supports that are tailored to their individual needs and goals and that take a whole of life approach.

Careerforce connected and consulted with the youth work sector peak body and other lead youth workers and youth work employers in the development of this programme. The content will continue to be informed by the needs of those being supported and other youth work sector developments.

The programme encourages the youth worker to reflect upon and integrate the theory they learn into their current role; to build capability and identify what they did well, what they would do differently to strengthen their own practice as a youth worker. They're assessed in real work situations where their new competencies can be observed.

The programme includes developing the following core competencies:

- creating a safe environment for young people.
- mentoring and supporting young people to identify goals and action plans.
- developing, implementing and evaluating a youth development project.
- identifying and practising professional and ethical behaviour.
- engaging and communicating with people, family and whānau who are accessing social services in a manner which respects their socio-cultural identity, experiences and self-knowledge.
- developing relationships and supporting a goal of improving outcomes for people accessing services.
- demonstrating a knowledge of kawa and tikanga and the ability to relate the unique place Māori have as tangata whenua of Aotearoa in their role.
- understanding New Zealand's health and wellbeing challenges and the impact on their role.
- displaying self-awareness, reflective practice and personal leadership in the workplace.
- actively contributing to a culture of professionalism, safety and quality in the workplace.

- gaining an in-depth knowledge of a condition or impairment and situation or issue and applying the new knowledge to the young person they support.

The Youth Work Apprenticeship enables youth workers to support the young person's autonomy using tools and strategies to identify goals, address barriers and achieve aspirations.

## Resources

### Apprenticeship Advisors

Each apprentice has a designated Apprenticeship Advisor. This is someone who walks alongside the apprentice and supports the relationship between the apprentice, the employer and the training. This approach supports the development of an employee whose learning and growth is self-sustaining.

The Apprenticeship Advisor acts as “coach” providing one-on-one support appropriate to the individual apprentice and their needs. The advisor will engage with the employer and others as needed to provide additional learning support and appropriate pastoral care based on the apprentice's needs. The Advisor may also be an assessor.

These Advisors are located throughout New Zealand and can support apprentices no matter how remote.

### MyPath and forums

Learning and assessment resources are all available on MyPath, Careerforce's learning and assessment platform. This can be accessed online, anytime, anywhere. A user guide is available on MyPath, under FAQs.

All the assessments are on MyPath. Where an assessment requires a workplace observation the assessor will download the forms and work with the agreed observers to ensure they understand what they need to do.

Apprentices have access to online forums through MyPath. Forums are where apprentices can ask questions, share ideas and make comments. This enables a community of learning with other apprentices. Apprentices are strongly encouraged to use these forums to engage with other apprentices across the country as they work through their programme as these interactions give apprentices insights into the wider health and wellbeing sector and the experiences of others. In some circumstances, the opinions and examples posted by apprentices can be part of the assessment.

## Observations and observers

Several modules require observations of the apprentice applying skills and knowledge. A workplace will have someone who works in proximity to the apprentice and can observe their performance. This is the observer, they may be a co-worker, supervisor or manager. They know the procedures and standards your workplace requires.

They will observe your apprentice over time and record their notes on provided observation forms. These will support the assessor to confirm that your apprentice meets the practical requirements of the programme.

## Time

Experience to date indicates that the programme is likely to take between 12 and 18 months to complete.

The amount of time required each week for this programme is highly dependent on the individual. There are no fixed sessions that would otherwise require regular backfill.

## Cost

\$2000 (GST inclusive). This can be paid by instalment.

## Grants and funding

### Training and Workforce Development Fund

Inclusive New Zealand administer a fund for Employment, Participation and Inclusion Service providers to improve and develop their services through learning and training. The purpose of the Fund is to enable the staff of MSD funded Employment, Participation and Inclusion Services to access a variety of training options relevant to their positions and that contribute to the effective delivery of disability supports in line with government direction.

For more information: [inclusivenz.org.nz/index.php/twdf/training-andworkforce-development-fund](http://inclusivenz.org.nz/index.php/twdf/training-andworkforce-development-fund)

### Hauora Māori Training Fund

Māori trainees wishing to enrol in New Zealand qualifications in our sectors may be eligible for the Hauora Māori Training Fund 2016. The Hauora Māori Training Fund has been developed for the Kaiāwhina/unregulated Māori health and disability workforce. The funding can be used when attending a training programme to complete a relevant qualification to support delivery of health and disability services to Māori.

Any workplace or trainee wishing to discuss eligibility for this training funding, should contact their local DHB in the first instance.

For more information: [www.careerforce.org.nz/hauora-maori-training-fund-non-regulated-workforce-application-2016/](http://www.careerforce.org.nz/hauora-maori-training-fund-non-regulated-workforce-application-2016/)

## Careerforce Apprentice Kickstart

The Apprenticeship Kickstart was designed to support organisations who may not have access to other funding and grants for their apprentices. Participants can be awarded up to \$2,000 for the waiver of Careerforce apprenticeship programme enrolment fees.

To be eligible for the Apprenticeship Kickstart, the apprentice or employer must not qualify for the any other grant, benefit, scholarship or funding towards their enrolment costs. The apprentice must also:

- be enrolled in a Careerforce Apprenticeship Programme (Level 4).
- be employed (paid or volunteer) in a sector relevant to the apprenticeship programme.
- have an employer who is supportive of their application.

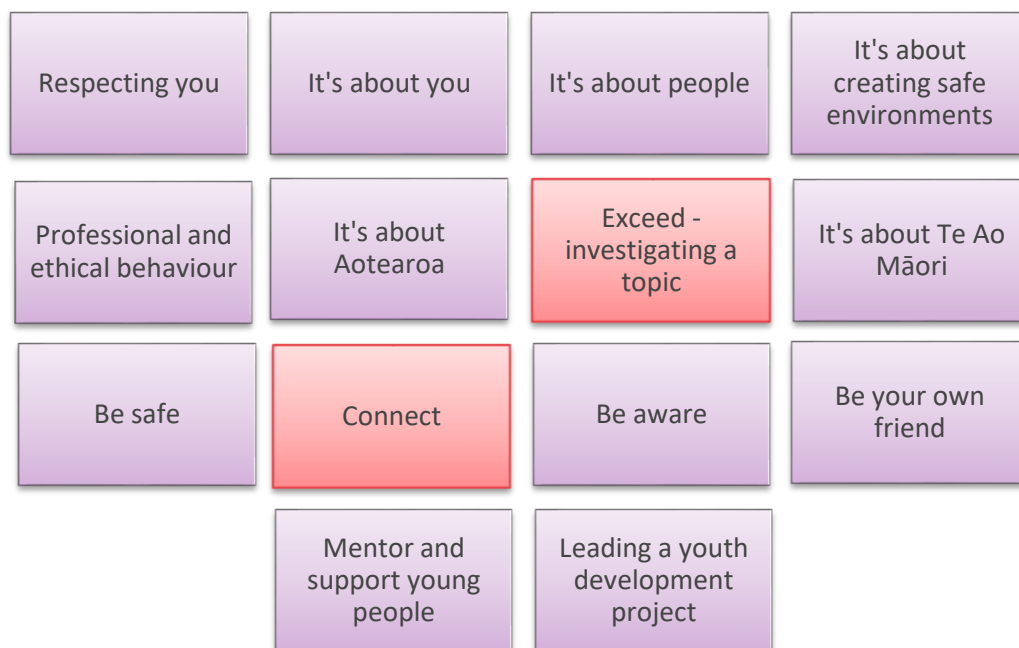
There are a limited number of places available. More information can be found at [www.careerforce.org.nz](http://www.careerforce.org.nz).

## Evaluation and review

Careerforce evaluates all programmes to both understand the difference it makes and to enable continuous improvement. Careerforce also participates in independent NZQA consistency reviews which support the credibility of our programmes by providing assurance that all graduates meet the outcomes to an equivalent, national standard no matter where they complete their learning and assessment. Apprentices and employers are asked to provide feedback to inform evaluation and review.

## Module Information

There are 14 modules in this programme which will generally be completed in this order.



## Engaging with the modules

**Respecting you** recognises the skills and knowledge an apprentice has already demonstrated in their workplace. This may provide the apprentice with 10 credits.

**It's about Te Ao Māori** requires the apprentice to engage with tangata whenua in the community. We recognise that for geographical or other reasons this engagement may be challenging for an organisation or apprentice. Careerforce can support apprentices to engage with Māori to complete this module.

**Exceed** focuses on gaining additional knowledge which the apprentice will then apply in the workplace. It is likely that the training plan will see the apprentice complete Exceed early in the programme as this module gives the apprentice the opportunity to gain new and in depth understanding about a condition, situation, social issue or impairment.

**Connect** requires an apprentice to contribute to another organisation, business or network so it is likely they will start this part way through their programme.

**Exceed** and **Connect** do not have learning available on MyPath. It is expected that the employer and the assessor will support the apprentice's learning through these modules.

The remaining ten modules have learning support available on MyPath.

The assessments for the apprenticeship programme include short answer questions, case studies, developing a plan, a mini research project, reflective exercises, collections of evidence, observations and an attestation for **Respecting You**.

The assessments for **It's about Te Ao Māori**, and **Be safe** require observations of the apprentice applying skills and knowledge. These are mostly done in the workplace. The initial meeting with the advisor will cover what this means for the workplace.

## Respecting you

### Observation of existing skills and knowledge

This module recognises a youth worker's existing ability to follow workplace practices.

The youth worker's manager or equivalent confirms their ability to:

- act ethically and respectfully, and demonstrate professional behaviour.
- demonstrate values and principles.
- contribute to continuous improvement.
- follow health and safety procedures.
- follow workplace policies and procedures.
- address professional and ethical challenges.

An initial 10 credits may fall out of this module for an experienced youth worker.

## It's about you

### MyPath learning support, theory and applied assessment

This module supports the youth worker to improve their own competence and confidence for the benefit of themselves, the people they support and their organisation.

Their reflective exercise and short answers to questions will confirm their ability to:

- explain the process and benefits of self-reflection.
- apply self-reflection using a recognised model.
- evaluate the influence of self-reflection on improving their own work practice.

## It's about people

### MyPath learning support and theory assessment

This module supports a youth worker to explain and reflect on the factors that influence the health and wellbeing of the people they support. In particular, this module encourages them to think about the community and people they support and the context in which they live their lives.

Their short answers to questions will confirm their ability to:

- explain the influence of the following on a person's health and wellbeing and how these should be considered when providing support:
  - a person's holistic needs.
  - people's own perspectives and contexts influencing their experience of impairment, conditions and situations.
  - experiencing stigma, discrimination and/or a disabling society.
- compare the key attributes, strengths and limitations of different service philosophies and why they are beneficial for the people they are supporting or the type of support they provide.

## It's about creating safe environments

### **MyPath learning support, theory and practical observation with a collection of evidence for assessment**

This module supports the youth worker to establish and maintain a safe environment for young people. It also helps them understand the key functions of professional youth work supervision.

The practical observation and supporting evidence will confirm their ability to:

- develop and document risk assessments and mitigation strategies to ensure a safe environment for young people.
- ensure physical, cultural, and emotional safety of young people, in accordance to your organisation's policies and procedures and the youth work Code of Ethics.
- identify, defuse and de-escalate harmful behaviour and minimise risks.

The short answer to questions will confirm their ability to:

- describe the key functions, purposes and forms of supervision for youth workers.
- identify strengths and challenges to be considered when negotiating a contract for professional supervision for themselves.

## Professional and ethical behaviour

### **MyPath learning support, theory assessment and practical observation**

This module supports the youth worker's understanding of their responsibilities to behave professionally and ethically as youth workers.

The short answer to questions and workplace observation will confirm their ability to:



- behave professionally and ethically according to your organisation's policies and procedures and youth work code of ethics.
- apply youth work principles and values in their work environment.
- demonstrate their understanding of their ethical responsibilities to the young person they support, their family/whānau, the community, their colleagues and employer.
- describe options to resolve ethical disputes and grievances.
- Identify and manage potential conflict between their own values and those of others.

## It's about Aotearoa

### MyPath learning support and theory assessment

This module supports a youth worker to develop a more in-depth knowledge of the contemporary initiatives, priorities and challenges in New Zealand's health and wellbeing sector and the impact of these on their role.

In this module, the youth worker will investigate those contexts relevant to the people they support. For example, an apprentice working primarily with children might look at Whānau Ora or the Vulnerable Children's Act, 2014.

Their research and short answers to questions will confirm their ability to:

- identify priority areas for improving health and wellbeing outcomes for people and explain their contribution to achieving them.
- identify the challenges to achieving better health and wellbeing outcomes for people and the implications for them and the people they support.
- examine how contemporary initiatives such as policies, strategies, plans, trials or emerging models, produced by the New Zealand government, sector peak bodies and policy groups address these priorities and challenges and the potential implications of the initiative.

## Exceed – investigating a topic

### Workplace learning with a mini research project

We recommend this module is started after the module *It's about Aotearoa* is completed. As part of the training needs analysis, the employer, youth worker and assessor will identify the probable mini research topics that add the greatest value to the apprentice and their organisation.

The youth worker will select one condition or impairment and one social issue or situation to be the focus of their investigation. Their mini research project will confirm their knowledge and ability to:

- identify the prevalence, causes and/or risks factors of the condition or impairment, and situation or social issue.
- explain the holistic impacts of the condition or impairment, and situation or social issue for a person, family, whānau or community.
- explain the implications of the condition or impairment, and situation or social issue in relation to a specific socio-cultural group or life stage.
- describe the support or treatment available.
- describe the people and processes involved for a person, family or whānau.
- identify the implications of the above on their own role.

## It's about Te Ao Māori

### MyPath learning support with theory and a practical observation assessment

This module supports a youth worker to develop skills and knowledge to support their engagement with tangata whenua. Te Tiriti o Waitangi is a foundation document to the provision of social services. This module recognises that every person working in social services contributes to whānau ora for Māori.

Their short answers to questions will confirm their ability to:

- explain the impacts of colonisation on health and wellbeing outcomes for tangata whenua, both historically and today.
- identify the influence of the above in terms of the impact on the apprentice's role.

The youth worker will collect information on the kaupapa Māori and/or Māori responsive support services in your community and describe how they might be used by the people they support.

Observations will confirm their ability to:

- demonstrate appropriate kawa and tikanga in a range of situations.
- pronounce te reo Māori appropriate to the situation.
- behave in a way that demonstrates awareness of the characteristics and needs of tangata whenua involved in the situation.

## Be safe

### MyPath learning support and a practical observation assessment

This module supports a youth worker to contribute to preventing escalation and de-escalating challenging behaviour. They will also identify risk, and implement and evaluate risk management plans.

The collection of evidence and observation in the workplace will confirm the youth worker's ability to:

- use behaviour and communication techniques to prevent escalation and

de-escalate challenging behaviours.

- identify situations and factors that may trigger or influence the occurrence of challenging behaviour.
- implement positive support mechanisms to address factors that may trigger or influence the occurrence of challenging behaviour.
- evaluate their response and identify positive and negative outcomes.
- identify and assess risk and safety concerns.
- implement and evaluate the effectiveness of risk management plans.
- collaborate constructively with others to both prevent and address challenging behaviours, and implement and evaluate risk management plans.

## Connect

### Workplace practical with a collection of evidence for assessment

No single agency alone can ensure communities and families, and the children that depend on them, are the best that they can be. People's needs are multi-faceted. Agencies, non-government organisations and the community need to work together, share information and provide services in a coordinated way to build resilience and community spirit.

In this module, the youth worker will establish connections within their community to improve access to community supports for the people they support.

Their collection of evidence will confirm their ability to:

- identify groups, organisations, networks and businesses in their community that may support them to meet the needs of the people they support.
- establish reciprocal relationships with groups, organisations, networks and businesses in their community.
- contribute to groups and/or organisations and/or networks and/or businesses in their community to support wider health and wellbeing outcomes.

## Be aware

### MyPath learning support with theory and applied assessment

This module supports a youth worker to build resilience and to recognise and respond to people who are in situations of vulnerability.

Their short answers to questions and case studies (based on scenarios or their personal experience) will confirm their ability to:

- identify the commonly observable signs that a child, person, family and/or whānau are in a situation of vulnerability.
- explain the significance of considering people's unique context, and risk and protective factors, when determining an appropriate response to situations of vulnerability.

- identify their responses and responsibilities in terms of an organisation's relevant policies and procedures.
- explain the roles of key agencies involved in responding to situations of vulnerability.

## Be your own friend

### MyPath learning support and a collection of evidence for assessment

This module supports a youth worker to undertake self-care and minimise the impacts of adverse situations.

The development and implementation of a self-care plan will confirm their ability to:

- minimise the impact of adverse personal and/or professional factors on personal wellness.
- maintain and enhance wellness through the identification, implementation and evaluation of self-care strategies.

## Mentor and support young people

### Workplace application and practical observation assessment

This module supports the youth worker to mentor and support young people to identify goals and develop action plans.

The collection of evidence and observation in the workplace will confirm their ability to:

- support young people to identify their needs, rights, strengths, hopes and opportunities.
- connect with young people according to your organisation's policies and procedures and the Youth Work Code of Ethics.
- support young people to identify their aspirations, short term and long term goals including supporting them to identify possible risks and overcoming challenges.
- develop action plans that support the achievement of the young people's identified goals and builds resilience in young people.
- network and connect with community-based services to meet individual characteristics and needs.
- advocate for and assist young people to access appropriate community-based services.

## Leading a youth development project

### Workplace application and practical observation assessment

This module supports the youth worker to plan, develop, implement and evaluate a youth development project.

The collection of evidence and observation in the workplace will confirm their ability to:

- lead the planning and development of a youth development project in accordance to their role and function and according to your organisation's policies and procedures and the Youth Worker Code of Ethics.
- implement a youth development project according to the agreed plan.
- identify and respond accordingly to any unplanned events or problems that may occur during the project.
- engage with young people to evaluate the effectiveness and success of the project in terms of its intended aims and objectives.



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