



# Vocational Pathways

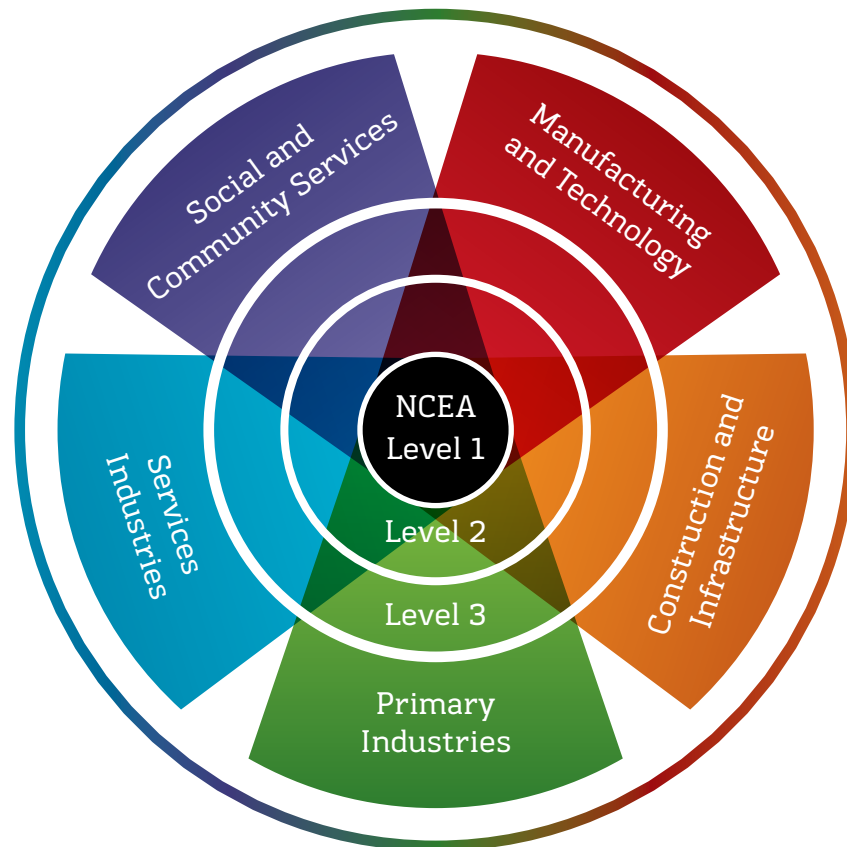
SOCIAL AND COMMUNITY SERVICES SECTOR



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# Vocational Pathways



Vocational Pathways provide new ways to achieve NCEA Level 2 – the foundation for success in further education and the world of work.

The pathways help you see how your learning and achievement will be valued in the ‘real world’ when you look for a job and start your career.

Achieving Vocational Pathways means that you have developed skills, and achieved in areas that employers value, and that you have skills and knowledge that are relevant for their industries.

By achieving enough credits from the standards recommended by the sector, you can have social and community services recognised as your vocational pathway; this makes it easy for employers to see if you have the strengths and abilities they are looking for.

If you are aiming for a career in this sector, the pathway helps you to see which subjects and standards you should do to get to where you want to go.

And if you haven’t decided, but are thinking about the future, the pathways can help you see how your strengths and interests match up to an amazing range of jobs and study options out there.

You can use the Vocational Pathways to see where and how your learning relates to study options and employment opportunities. Visit [www.youthguarantee.net.nz](http://www.youthguarantee.net.nz) to find out more.

# What's the work like?

This sector is all about caring for people and keeping them safe. It can be exciting, personally very rewarding but physically and emotionally demanding. The range of jobs is huge: from monitoring and protecting people and property (like in corrections, defence, or fire fighting) to caring for people in need (as in healthcare, community and social work, medicine or therapy). You may be working for the government or the private sector; you may be outdoors or in, or moving around from place to place. Wherever you are, you'll be dealing with people from all ages and walks of life, sometimes working with them very closely indeed. There will be times where you'll find yourself in fast-changing, challenging situations, where you may have to make quick decisions under pressure. Wherever you work you're likely to be part of a strong, active and committed team and many of them may be volunteers. Your working hours vary – people need care 24/7. So depending on your role you might work in shifts or be on call.

## What qualities will I need?

You'll need to be able to manage and be responsible for yourself and others. Because the work can be demanding, a level of emotional maturity is required. You'll be expected to be able to keep cool in a crisis, and make quick decisions under pressure. A wicked sense of humour helps; so does a good dose of common sense. Because of the physical demands, you'll do well if you have a good level of physical fitness. You'll need to be able to work with and relate to a wide range of people from different cultures and backgrounds. A sense of adventure and courage will serve you in some industries. You'll need to be comfortable with detail and procedure, and happy to document and record what you're doing so others can follow. You'll be willing to go the extra mile, will be motivated by personal and not just financial rewards, and willing at times to 'live the job.'



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## What's great about this sector?

This is a sector that's essential for community well-being and safety. You're helping people at one of the most critical times in their lives. What you do, and how you do it, matters deeply to them and makes a huge difference to their quality of life. It's a highly social sector; even if you work alone you've generally got a strong team behind you that supports and depends on you. You'll make good mates here. This sector is also a really big employer. Your skills can be highly transferable from one workplace to another (New Zealand and overseas) and even from one career to another.

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“I wanted to do something with animals and now I'm looking after kiwi.”

*Josh, DOC worker*

## What key competencies do employers look for?

They will be matching your key competencies to their work place and expect you to be capable of:

### *Managing self*

You'll be expected to be responsible about being on time, have good personal hygiene, and good ethical standards. You'll have the confidence to make decisions, sometimes under pressure, within the guidelines and procedures of the job.

### *Relating to others*

You'll work well as part of a team, be aware of others' safety, have good listening skills, be caring of others, and be willing to help, sometimes in difficult situations. You need to be able to relate to people from other cultures and backgrounds, so empathy and people skills are really important. You'll also become more aware of and sensitive to non-verbal communication – like being able to read body language and pick up cues from people who aren't talking.

### *Participating and contributing*

You'll have the skills to contribute outside of your specific job, contributing to team development and team meetings. You'll be able to put the needs of others before your own. You may go the extra mile by taking on additional volunteering activity – like St Johns or service club membership.

### *Using language symbols and text*

You'll be able to record observations, make notes, complete audit reports, measure and calculate accurately, and communicate well verbally with people from all walks of life.

### *Thinking*

When you start you'll be able to follow instructions and follow basic procedures. As you move on, you'll be expected to work out how to apply procedures to new and different situations.

“I did okay at school and I knew I was good at caring for others. Now I'm a nurse aide and I've really found my feet.”

*Fiona, Nurse Aide, Tauranga Hospital*



## Where might I end up?

This is a sector where you'll get continual development if you want it. No matter what level you enter, you can progress quickly if you are committed to your job and willing to take on further study. You could start off as a support worker or recruit, and work your way up to being a team leader, crew leader or manager. Or start working as a hospital orderly, and study and work your way to becoming a nurse. With core skills and experience in one industry you can also look to change careers by moving into a related industry.

# What jobs might I do?

## Why is this sector important?

This is a large and growing sector with jobs and services that are essential for community well-being and safety. It's a high-employment, high-growth sector – and demand for the kind of frontline jobs in these industries is expected to continue in future years. New Zealand's ageing population will need to be housed, managed and cared for. There's a constant demand for more police, corrections, and security officers; and the need for immigration, customs and quarantine officers is also increasing as more people and goods move in and out of the country, and illegal immigration and biosecurity threats increase.

## Community services

Careers adviser, community worker, counsellor, psychologist (clinical, criminal justice, educational), funeral director/embalmer, home aide, life coach, early childhood educator, social worker, teacher, support worker, therapist (art, music, occupational, psychotherapy).

## Defence

Combat/warfare specialist, communications operator, driver, engineering officer, fire-fighter, gunner/rifleman, medic, mapmaker, pilot, steward, technician/specialist (aircraft, avionics, electronics, hydrographic, ICT, logistics, supply and others).

## Emergency Services and Protection

Ambulance officer/paramedic, animal control officer, border protection/bio-security officer, corrections officer, criminologist, customs officer, conservation worker/manager, emergency management officer, environmental health officer, fire fighter, fisheries officer, health and safety inspector, immigration officer, loss prevention officers, parking warden, personal protection officer, police officer/detective, private investigator, probation officer.

## Health and Health care services

Nurse (community, district, hospital, mental health, plunket, practice, public health), nurse aide, midwife, health and safety officer, health care assistant, health promotion/educator, care giver, rest home manager.

## What industries could I work in?

Public sector, education, healthcare and medicine, community and social services, defence, emergency services, protection and security, Whānau Ora.



## Find out more

about life and jobs in this sector by browsing the:

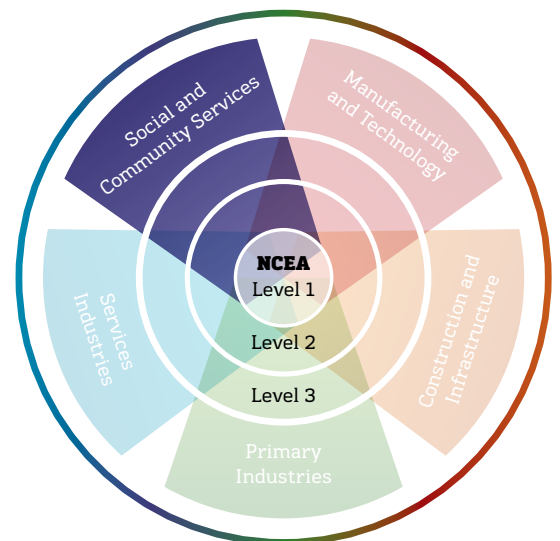
- Careers NZ's job database: under the health and community services; and law, protection and defence headings
- websites of the sector's industry training organisations (ITOs) including: public sector, health, disability, aged support and social services, emergency management, funeral service training trust and pharmacy, [www.skills.org.nz](http://www.skills.org.nz), [www.emqual.org.nz](http://www.emqual.org.nz), [www.careerforce.org.nz](http://www.careerforce.org.nz), [www.pito.org.nz](http://www.pito.org.nz), [www.fstt.org.nz](http://www.fstt.org.nz)
- Just the Job videos – on YouTube, TVNZ-on-demand, or on DVD from your school careers adviser.

# Vocational Pathways Award

If your NCEA Level 2 includes enough credits from recommended standards, and you meet the NCEA literacy and numeracy requirement, you can have Social and Community Services awarded as your Vocational Pathway on your NZQA Record of Achievement. This will be a real advantage when you get out there and look for work and training opportunities in the sector.

- Achieve NCEA Level 2
- Meet the NCEA Literacy and Numeracy requirements (20 credits at Level 1 or above)
- Gain 60 Level 2 credits from recommended standards  
*including*
- at least 20 Level 2 credits from sector-related standards

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# Recommended Assessment Standards

## for the Social and Community Services Pathway

The assessment standards on the following pages are recommended by the industries across our sector. So if you are looking for a pathway into social and community services, you would do well to focus on these subjects and work hard to achieve the standards listed here.

You don't need to do all of these standards! However, if you gain enough credits from the standards we recommend then you are gaining the skills, knowledge and competencies that are most important to employers in this sector.

If these are the subjects you enjoy, and are the sorts of standards that you tend to do well in, then you should definitely consider the Social and Community Services sector as a possible future for you. As you will see in the next section, there are heaps of opportunities, and a wide range and growing number of jobs at many different levels.

## Level 1

These are the standards we recommend at level 1. If these are areas of strength or interest for you then you're making a great start at gaining the key skills you need in our sector.

Std No.	Title	Credits
<b>Digital Technologies</b>		
91071	1.41 Implement basic procedures to produce a specified digital information outcome	4
<b>Economics</b>		
90988	1.6 Demonstrate understanding of the interdependence of sectors of the New Zealand economy	3
<b>English</b>		
90849	1.1 Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	4
90850	1.2 Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	4
90851	1.3 Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	4
90052	1.4 Produce creative writing	3
90053	1.5 Produce formal writing	3
90857	1.6 Construct and deliver an oral text	3
90855	1.7 Create a visual text	3
90852	1.8 Explain significant connection(s) across texts, using supporting evidence	4
90853	1.9 Use information literacy skills to form conclusion(s)	4
90854	1.10 Form personal responses to independently read texts, supported by evidence	4
90856	1.11 Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	3
<b>Geography</b>		
91012	1.6 Describe aspects of a contemporary New Zealand geographic issue	3



Std No.	Title	Credits
<b>Health</b>		
90971	1.1 Take action to enhance an aspect of personal well-being	3
90972	1.2 Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations	4
91097	1.3 Demonstrate understanding of ways in which well-being can change and strategies to support well-being	4
90973	1.4 Demonstrate understanding of interpersonal skills used to enhance relationships	5
90974	1.5 Demonstrate understanding of strategies for promoting positive sexuality	4
90975	1.6 Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations	4
<b>History</b>		
91001	1.1 Carry out an investigation of an historical event, or place, of significance to New Zealanders	4
91002	1.2 Demonstrate understanding of an historical event, or place, of significance to New Zealanders	4
91003	1.3 Interpret sources of an historical event of significance to New Zealanders	4
91004	1.4 Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	4
91006	1.6 Describe how a significant historical event affected New Zealand society	4
<b>Home Economics</b>		
90956	1.1 Demonstrate knowledge of an individual's nutritional needs	5
90957	1.2 Demonstrate understanding of societal influences on an individual's food choices and well-being	5
90958	1.3 Demonstrate understanding of how cultural practices influence eating patterns in New Zealand	5
90959	1.4 Demonstrate knowledge of practices and strategies to address food handling issues	5
90960	1.5 Demonstrate understanding of how an individual, the family and society enhance each other's well-being	4
90961	1.6 Demonstrate understanding of how packaging information influences an individual's food choices and well-being	4
<b>Languages</b>		
1.3	Interact using spoken Languages, TARGET LANGUAGE to communicate personal information, ideas and opinions in different situations	5
<b>Mathematics and Statistics</b>		
91027	1.2 Apply algebraic procedures in solving problems	4
91030	1.5 Apply measurement in solving problems	3
<b>Media Studies</b>		
90991	1.3 Demonstrate understanding of the media coverage of a current issue or event	4
<b>Physical Education</b>		
90962	1.1 Participate actively in a variety of physical activities and explain factors that influence own participation	5
90963	1.2 Demonstrate understanding of the function of the body as it relates to the performance of physical activity	5
90964	1.3 Demonstrate quality movement in the performance of a physical activity	3
90965	1.4 Demonstrate understanding of societal influences on physical activity and the implications for self and others	4
90966	1.5 Demonstrate interpersonal skills in a group and explain how these skills impact on others	4
90967	1.6 Demonstrate strategies to improve the performance of a physical activity and describe the outcomes	3
90968	1.7 Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities	3
90969	1.8 Take purposeful action to assist others to participate in physical activity	2
90970	1.9 Demonstrate self management strategies and describe the effects on participation in physical activity	3

Std No.	Title		Credits
<b>Science</b>			
90940	1.1	Demonstrate understanding of aspects of mechanics	4
90943	1.4	Investigate implications of heat for everyday life	4
90945	1.6	Investigate implications of the use of carbon compounds as fuels	4
90947	1.8	Investigate selected chemical reactions	4
90948	1.9	Demonstrate understanding of biological ideas relating to genetic variation	4
90949	1.10	Investigate life processes and environmental factors that affect them	4
90950	1.11	Investigate biological ideas relating to interactions between humans and micro-organisms	4
<b>Social Studies</b>			
91039	1.1	Describe how cultures change	4
91040	1.2	Conduct a social inquiry	4
91041	1.3	Describe consequences of cultural change(s)	4
91042	1.4	Report on personal involvement in a social justice and human rights action	4
91043	1.5	Describe a social justice and human rights action	4
<b>Te Reo Māori</b>			
91085	1.1	Whakarongo kia mōhio ki te reo o tōna ao	6
91086	1.2	Kōrero kia whakamahi i te reo o tōna ao	6
91087	1.3	Panui kia mōhio ki te reo o tōna ao	6
91088	1.4	Tuhi i te reo o tōna ao	6
91089	1.5	Waihanga tuhinga i te reo o tōna ao	6
<b>Te Reo Rangatira</b>			
90135	1.1	Whakarongo ki ngā kōrero o tōna ao	4
90801	1.2	Kōrero i te reo ōkawa	3
90137	1.3	Pānui i ngā tuhinga huhua noa	4
90803	1.4	Āta hanga i tētahi tuhinga	4
90805	1.5	Mātakitaki i te reo ataata	3
90802	1.7	Kōrero i te reo ōpaki	3
90804	1.8	Tuhituhi kōrero e hangai ana ki te kaupapa	3

Std No.	Title		Credits
<b>Business Information Processing</b>			
101	Develop and use keyboarding skills to enter text		3
102	Consolidate keyboarding skills and produce accurate text based documents		3
<b>Generic Computing</b>			
18758	Find information using the Internet		2
18743	Produce a spreadsheet from instructions using supplied data		2
<b>Interpersonal Communications</b>			
1293	Be interviewed in an informal one-to-one, face-to-face interview		2
1285	Make inquiries and complete practical transactions		4
3501	Demonstrate knowledge of and apply listening techniques		3
3503	Participate and communicate in a team or group to complete a routine task		2
9707	Demonstrate knowledge of workplace communications requirements		5
10790	Converse with others		2

Std No.	Title	Credits
<b>Number</b>		
26567	Use a strategy to estimate the solutions to number problems and make estimates of measurements in the workplace	2
<b>Personal Financial Management</b>		
24709	Produce a balanced budget for an individual	3
24701	Demonstrate an introductory knowledge of credit for personal financial management	2
24697	Perform income-related calculations for personal financial management	1
24705	Interpret and verify accuracy of personal financial documents	2
<b>Self-Management</b>		
548	Demonstrate knowledge of management of alcohol and other drugs	2
12348	Demonstrate knowledge of anger and options for dealing with anger issues	2
496	Manage personal wellness	3
<b>Service Sector – Core Skills</b>		
64	Perform calculations for the workplace	2
56	Attend to customer enquiries face-to-face and on the telephone	2
<b>Social and Cooperative Skills</b>		
525	Recognise sexual harassment and describe ways of responding to it	2
542	Describe discrimination under the Human Rights Act 1993 and describe ways of responding to it	2
529	Describe political rights and responsibilities under local government	2
526	Describe community services	2
<b>Text and Information Management – Generic</b>		
12883	Enter and manage text for generic text and information management	4
<b>Work and Study Skills</b>		
504	Produce a CV (curriculum vitae)	2
543	Work in a new workplace	3
1978	Identify and describe basic employment rights and responsibilities, and sources of information and assistance	3
10780	Complete a work experience placement	2
<b>Writing</b>		
3483	Fill in a form	2
3490	Complete an incident report	2
<b>Kaupapa Hauora</b>		
14235	Examine concepts, influences and choices for achieving hauora	3
<b>Tikanga Concepts</b>		
16165	Describe a hui and the roles associated with hui in accordance with tikanga	2
27106	Describe the terms connected with whakapapa and use terms within one's own whakapapa	2
27108	Describe the protocols and roles associated with powhiri in accordance with tikanga	2

Std No.	Title	Credits
<b>Fitness Education</b>		
505	Manage personal physical fitness with guidance	3
<b>Occupational Health and Safety Practice</b>		
497	Demonstrate knowledge of workplace health and safety requirements	3

# Level 2

Remember, if your NCEA Level 2 includes 60 credits from recommended level 2 standards, including at least 20 credits from sector-related level 2 standards, you can have Social and Community Services recognised as your vocational pathway.

## Recommended Standards

Std No.	Title	Credits
<b>Biology</b>		
91153	2.1 Carry out a practical investigation in a biology context, with supervision	4
91156	2.4 Demonstrate understanding of life processes at the cellular level	4
91157	2.5 Demonstrate understanding of genetic variation and change	4
91159	2.7 Demonstrate understanding of gene expression	4
91160	2.8 Investigate biological material at the microscopic level	3
<b>Chemistry</b>		
91161	2.1 Carry out quantitative analysis	4
91162	2.2 Carry out procedures to identify ions present in solution	3
91163	2.3 Demonstrate understanding of the chemistry used in the development of a current technology	3
91164	2.4 Demonstrate understanding of bonding, structure, properties and energy changes	5
91165	2.5 Demonstrate understanding of the properties of selected organic compounds	4
91166	2.6 Demonstrate understanding of chemical reactivity	4
91167	2.7 Demonstrate understanding of oxidation-reduction	3
<b>Economics</b>		
91227	2.6 Analyse how government policies and contemporary economic issues interact	6



Std No.	Title	Credits
<b>English</b>		
91100	2.3 Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	4
91101	2.4 Produce a selection of crafted and controlled writing	6
91102	2.5 Construct and deliver a crafted and controlled oral text	3
91104	2.7 Analyse significant connections across texts, supported by evidence	4
91105	2.8 Use information literacy skills to form developed conclusion(s)	4
91106	2.9 Form developed personal responses to independently read texts, supported by evidence	4
<b>Geography</b>		
91245	2.6 Explain aspects of a contemporary New Zealand geographic issue	3
<b>Health</b>		
91235	2.1 Analyse an adolescent health issue	5
<b>Home Economics</b>		
91299	2.1 Analyse issues related to the provision of food for people with specific food needs	5
91301	2.3 Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	5
91302	2.4 Evaluate sustainable food related practices	5
91304	2.6 Evaluate health promoting strategies designed to address a nutritional need	4
<b>Languages</b>		
2.3	Interact using spoken TARGET LANGUAGE to share and justify information, ideas and opinions in different situations.	5
<b>Mathematics and Statistics</b>		
91258	2.3 Apply sequences and series in solving problems	2
91260	2.5 Apply network methods in solving problems	2
91263	2.8 Design a questionnaire	3
91264	2.9 Use statistical methods to make an inference	4
91265	2.10 Conduct an experiment to investigate a situation using statistical methods	3
91267	2.12 Apply probability methods in solving problems	4
91268	2.13 Investigate a situation involving elements of chance using a simulation	2
<b>Media Studies</b>		
91254	2.7 Demonstrate understanding of an ethical issue in the media	3
<b>Physical Education</b>		
91327	2.1 Examine the role and significance of physical activity in the lives of young people in New Zealand	3
91331	2.5 Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	4
91333	2.7 Analyse the application of risk management strategies to a challenging outdoor activity	3
91334	2.8 Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	3
91335	2.9 Examine the implementation and outcome(s) of a physical activity event or opportunity	3
91336	2.10 Analyse group processes in physical activity	3
<b>Physics</b>		
91168	2.1 Carry out a practical physics investigation that leads to a non-linear mathematical relationship	4
91169	2.2 Demonstrate understanding of physics relevant to a selected context	3
91170	2.3 Demonstrate understanding of waves	4
91171	2.4 Demonstrate understanding of mechanics	6
91172	2.5 Demonstrate understanding of atomic and nuclear physics	3
91173	2.6 Demonstrate understanding of electricity and electromagnetism	6

Std No.	Title	Credits
<b>Te Reo Māori</b>		
91284	2.1 Whakarongo kia mōhio ki te reo o te ao torotoro	4
91285	2.2 Kōrero kia whakamahi i te reo o te ao torotoro	6
91286	2.3 Pānui kia mōhio ki te reo o te ao torotoro	6
91287	2.4 Tuhi i te reo o te ao torotoro	6
91288	2.5 Waihanga tuhinga auaha, i te reo o te ao torotoro	6
<b>Te Reo Rangatira</b>		
90442	2.1 Whakarongo ki te reo whaikupu	3
90750	2.2 Rangahau, whakarite me te whakaputa whaikōrero	3
90752	2.3 Pānui i te reo tawhito	3
90754	2.4 Whakaputa i te tuhinga	4
90751	2.7 Whakaputa i te kōrero tene	2
90753	2.8 Pānui i te reo hōu	3
90755	2.9 Titotito i te kōrero whakangahau	3
90756	2.10 Mātakitaki me te hanga i te whakaaturanga	3

Std No.	Title	Credits
<b>Business Information Processing</b>		
107	Apply text processing skills to produce communications in a business or organisational context	5
111	Use a word processor to produce documents for a business or organisation	5
<b>First Aid</b>		
25459	Provide first aid for young children	1
<b>Generic Computing</b>		
2784	Create and use a computer spreadsheet to solve a problem	3
20332	Use the Internet for information retrieval in an organisation	3
2781	Manage and protect data in a personal computer system	3
25662	Use digital communications technologies	3
<b>Interpersonal Communications</b>		
1277	Communicate information in a specified workplace	3
1294	Be interviewed in a formal interview	2
1299	Be assertive in a range of specified situations	4
9680	Communicate within a specified organisational context	3
10791	Participate in an informal meeting	3

“If you want to get into this sector, show that you’re committed by volunteering for St John or a service club.”

Std No.	Title	Credits
<b>Legal Studies</b>		
8551	Describe the application of New Zealand law to marriage, civil union, and de-facto relationships	3
8552	Describe legal consequences and protections relating to domestic violence and child abuse	2
8555	Describe the objectives and application of consumer law	3
10337	Describe the legal rights and personal responsibilities of secondary school students	3
27842	Explain concepts of law	4
27836	Explain concepts of democracy and government in a New Zealand context	4
27839	Explain concepts of justice	4
27851	Explain systems of government and their formation and operation in a New Zealand context	4
27845	Explain litigation and dispute resolution procedures	4
<b>Self-Management</b>		
12349	Demonstrate knowledge of time management	3
7123	Apply a problem solving method to a problem	2
12355	Describe stress and ways of dealing with it	2
<b>Service Sector – Core Skills</b>		
57	Provide customer service	2
62	Maintain personal presentation and a positive attitude in a workplace involving customer contact	3
4259	Describe the role of the New Zealand Police and the services it provides in the community	2
<b>Text and Information Management – Generic</b>		
12884	Create electronic documents and manage a file for generic text and information management	3
12885	Create and enhance electronic documents combining text and images for generic text and information management	4
<b>Work and Study Skills</b>		
4252	Produce a targeted resume	2
4253	Demonstrate knowledge of job search skills	3
7117	Produce a plan to enhance own learning	2
7118	Manage own learning programme	3
<b>Writing</b>		
3488	Write business correspondence for a workplace	6
<b>Tikanga Hauora</b>		
18355	Explain anger management in an oranga context	4
<b>Te Aho Wahine</b>		
25762	Explain the life and deeds of a selected wahine Māori i nga ra o mua	3
25763	Explain the life and deeds of a wahine rongonui	4
<b>Te Ara Nunumi – Ā-Mahara</b>		
23640	Explain the tikanga observed by the haukainga and the whare mate in relation to hura kohatu in a contemporary context	2
23641	Describe tikanga observed in relation to hahunga tupapaku in a customary and contemporary context	3
27131	Describe bereavement support service agencies available to Māori	2
<b>Te Ara Nunumi – Ā-Wairua</b>		
27144	Demonstrate knowledge of the term 'mate' in accordance with tikanga	3

Std No.	Title	Credits
<b>Tikanga Concepts</b>		
27126	Describe, and explain the purpose of, pūrākau within Te Ao Māori	2
27129	Describe and explain the use of karakia in accordance with tikanga	2
27107	Identify and explain distinguishing features determined by the kaupapa of a hui in accordance with tikanga	3
27109	Describe early colonisation and its effects on Māori social structure in accordance with tikanga	3
27127	Describe, and explain the purpose of, pakiwaitara within Te Ao Māori	2
27128	Describe and explain the impact of Christianity on Māori society in accordance with tikanga	2
<b>Tikanga Hauora</b>		
15315	Manage personal safety of kaimahi when working with turoro and their whānau	3
<b>Tikanga Practices</b>		
16142	Describe and explain the rituals associated with whakaeke in accordance with tikanga	2



# Sector Related Standards

Std No.	Title	Credits
<b>Health</b>		
91236	2.2 Evaluate factors that influence people's ability to manage change	5
91237	2.3 Take action to enhance an aspect of people's well-being within the school or wider community	5
91238	2.4 Analyse an interpersonal issue(s) that places personal safety at risk	4
91239	2.5 Analyse issues related to sexuality and gender to develop strategies for addressing the issues	5
<b>Home Economics</b>		
91300	2.2 Analyse the relationship between well-being, food choices and determinants of health	4
91303	2.5 Analyse practices to enhance well-being used in care provision in the community	5
<b>Physical Education</b>		
91332	2.6 Evaluate leadership strategies that contribute to the effective functioning of a group	4
<b>Social Studies</b>		
91279	2.1 Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas	4
91280	2.2 Conduct a reflective social inquiry	5
91281	2.3 Describe how cultural conflict(s) can be addressed	4
91282	2.4 Describe personal involvement in a social action related to rights and responsibilities	5
91283	2.5 Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights	4

Std No.	Title	Credits
<b>Civil Defence: Civil Defence Operation</b>		
528	Demonstrate survival techniques for a Civil Defence emergency	3
<b>Early Childhood: Educational Theory and Practice</b>		
10020	Describe personal and environmental hygiene and safety practices in an ECE service	2
10021	Describe the basic needs of children in an ECE service	3
10022	Demonstrate knowledge of attachment patterns and short-term separation in an ECE service	3
10023	Describe transition situations in an ECE service	2
10024	Demonstrate knowledge of promoting the health and wellbeing of children in an ECE service	3
26712	Demonstrate knowledge of, and apply, age-related nutrition needs in providing food for a child in an ECE service	4
<b>Early Childhood: Professional Practice</b>		
10032	Demonstrate knowledge of ethics in an ECE service	2
26715	Describe professional image and demonstrate professional behaviours required of an early childhood educator	3
<b>First Aid</b>		
26551	Provide first aid for life threatening conditions	1
26552	Demonstrate knowledge of common first aid conditions and how to respond to them	1
<b>Interpersonal Communications</b>		
9677	Participate in a team or group which has an objective	3
<b>Legal Studies</b>		
8545	Describe factors contributing to, and consequences of, crime	3
27848	Explain law making processes	4

Std No.	Title	Credits
<b>Psychology</b>		
27688	Analyse key features in a published piece of experimental psychological research	4
27689	Analyse different approaches used in psychology for explaining behaviour	6
27690	Analyse the application of theories in fields of psychological practice to scenarios	6
27691	Conduct, analyse, and report on a psychological research activity	6
27692	Analyse ethical standards in psychological practice	4
<b>Social and Cooperative Skills</b>		
4247	Describe general characteristics of peoples in New Zealand	2
7124	Demonstrate knowledge of one-to-one negotiation	2
<b>Work and Study Skills</b>		
377	Demonstrate knowledge of diversity in the workplace	2
24871	Complete forms in a work-related context	2
<b>Writing</b>		
3492	Write a short report	3
<b>Std No. Title Credits</b>		
<b>Community Support Services</b>		
23452	Demonstrate knowledge of handling equipment and people safely in a health or disability setting	4
<b>Core Driving Knowledge and Skills</b>		
1734	Demonstrate knowledge of stress, health and fatigue for driving	3
3464	Describe human risk factors in terms of a self-management strategy for a driver	3
3469	Apply control in driving a light motor vehicle	2
3472	Describe factors contributing to and consequences of road crashes	1
17677	Demonstrate knowledge of safe night driving	2
<b>Health and Disability Principles in Practice</b>		
23686	Demonstrate knowledge of a consumer's rights in a health or disability setting	1
20826	Demonstrate knowledge of infection control requirements in a health or disability setting	3
20830	Maintain a safe and secure environment in a health or disability setting	5
<b>Occupational Health and Safety Practice</b>		
17593	Apply safe work practices in the workplace	4
<b>Outdoor Equipment</b>		
4573	Communicate in the outdoors using two-way radio	1
<b>Pre-Hospital Emergency Care</b>		
25411	Demonstrate knowledge of and use an Automated External Defibrillator (AED)	1
<b>Recreation and Sport – Core Skills</b>		
18763	Describe the process of community development as a participant	3
<b>Self-Management</b>		
1827	Identify support services and resources within the community	2
<b>Workplace Fire and Emergency Response</b>		
3271	Suppress fire with hand extinguishers and fixed hose reels	1
16797	Identify, prepare for, and take action in a workplace emergency	3
4647	Explain principles of fire science	1



# Job Profiles

## for the Social and Community Services Sector

There are a huge number of roles and occupations available in this sector, ranging from entry level through to high level.

Even for entry level jobs or apprenticeships, NCEA Level 2 is the minimum you need nowadays, because it means you will have a good foundation in the skills and competencies you will need to go further. For other roles, you'll definitely need to further your education after school, by undertaking tertiary study, or training on the job.

More information about all of the roles listed here can be found on the Careers New Zealand Website [www.careers.govt.nz](http://www.careers.govt.nz) along with key information about the job, what it pays, and current opportunities.

To find out the pay, prospects, and study costs of a number of jobs you can also check out the Occupation Outlook – [www.dol.govt.nz/occupation-outlook](http://www.dol.govt.nz/occupation-outlook).



The 'dots' in the following table show the level (or levels) of qualification usually associated with the role. Sometimes you need a specific qualification to get into a job, but in many areas you can work towards higher qualifications by learning on the job. Check out the job profiles on [www.careers.govt.nz](http://www.careers.govt.nz), or talk to your careers advisor to find out more.

NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Acupuncturist				•	
Air Force Airman/Airwoman	•	•	•	•	
Air Force Officer	•	•	•	•	
Ambulance Officer			•		
Anaesthetic Technician			•	•	
Anaesthetist				•	•
Animal Attendant	•	•			
Army Officer	•	•	•	•	
Army Soldier	•	•	•	•	
Audiologist/Audiometrist			•	•	•
Biomedical Engineer				•	•
Biomedical Technician (Mechanical and Electronic)			•	•	
Biosecurity Officer			•	•	
Building Inspector	•	•		•	
Cardiac Technician			•	•	
Chiropractor				•	
Clinical Coder	•	•			
Community Karitane		•			
Community Worker	•		•		
Conservator					•
Corrections Officer					
Counsellor			•		
Curator					•
Customs Officer	•		•	•	
Dental Assistant	•	•			
Dental Hygienist				•	
Dental Technician				•	•
Dental Therapist				•	
Dentist				•	•
Diagnostic Radiologist				•	•
Dietitian				•	•
Dispensing Optician		•			
Diversional Therapist	•	•			
Early Childhood Teacher			•	•	
Education Adviser				•	•
Elected Government Representative	•	•	•	•	•
Emergency Management Officer					

NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Environmental Health Officer				•	
Environmental Scientist				•	•
Firefighter	•	•			
Fishery Officer	•		•		
Foreign Policy Officer				•	•
Forensic Scientist				•	•
General Practitioner					•
Gynaecologist/Obstetrician					•
Health and Safety Inspector		•		•	
Health Promoter	•		•	•	
Health Services Manager				•	•
Immigration Officer	•			•	
Interpreter	•		•	•	
Judge					•
Kaiwhakaako Maori				•	•
Librarian			•	•	•
Library Assistant		•	•		
Medical Laboratory Scientist				•	•
Medical Laboratory Technician		•			
Medical Radiation Technologist				•	•
Medical Radiation Therapist				•	•
Midwife				•	
Minister of Religion	•		•	•	•
Nanny/Child Carer	•	•			
Natural Health Therapist	•	•	•		
Navy Officer	•		•	•	
Navy Sailor	•	•	•		
Nursing Support and Care Worker	•		•		
Occupational Therapist				•	
Optometrist				•	
Osteopath					•
Parking Warden					
Pathologist					•
Pharmacist				•	
Pharmacy Technician		•			
Phlebotomist	•		•		
Physician					•
Physiologist					•
Physiotherapist				•	
Podiatrist				•	
Police Officer	•		•	•	
Policy Analyst				•	•

	NZQF Level	2	3-4-5	5-6	7	8-10
		NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Primary School Teacher				•	•	
Private Teacher/Tutor					•	
Probation Officer		•		•	•	
Psychiatrist					•	•
Psychologist					•	•
Quarantine Inspector					•	
Radiation Oncologist						•
Ranger						
Recreation Co-ordinator		•		•	•	
Registered Nurse					•	•
School Principal					•	•
Secondary School Teacher					•	•
Security Officer/Guard		•	•			
Social Worker				•	•	
Special Education Teacher					•	•
Speech-Language Therapist					•	•
Statistician					•	•
Sterilising Technician			•			
Surgeon						•
Teacher Aide				•		
Teacher of English to Speakers of Other Languages (ESOL)				•	•	
Tertiary Lecturer					•	•
Translator			•	•	•	•
Urban/Regional Planner					•	•
Veterinarian					•	
Veterinary Nurse		•		•		
Youth Worker		•	•	•	•	
Zookeeper			•			
Zoologist					•	•



“I’m making a  
difference for future  
New Zealanders”

*Andrea, Training Manager*





# Vocational Pathways



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ISBN 978-0-478-42293-1 (Web)  
ISBN 978-0-478-42294-8 (Print)