



SOCIAL SERVICES SECTOR QUALIFICATIONS REQUIREMENTS REPORT PREPARED FOR CAREERFORCE May 2013

INTRODUCTION

Commencing in April 2013 the Industry Training Organisation, Careerforce, is undertaking the Mandatory Review of all the level 2 – 6 New Zealand Qualifications Authority (NZQA) approved qualifications in health, disability and social services. The key intention of this review is to:

- Reduce duplication and proliferation of qualifications.
- ensure that the suite of qualifications, and associated further educational or employment opportunities, are easy to understand for learners and employers.
- ensure groups or clusters of qualifications being reviewed are appropriate, comprehensive and a good fit with overarching sector objectives

The New Zealand Council of Christian Social Services (NZCCSS) is providing leadership in ensuring the needs of the social services sector are understood and are accounted for in the review and qualification development process. NZCCSS has worked closely with Careerforce over a number of years to ensure the workplace training and qualification needs of the social services sector are recognised. The work involved with this qualifications review is a natural extension of the ongoing relationship between NZCCSS and Careerforce.

BACKGROUND TO SOCIAL SERVICES QUALIFICATIONS

The first social services focused Industry Training Organisation (ITO) was Te Kai Awhina Ahumahi Inc. It had a lengthy period of operation. However, the level of performance in terms of qualification achievement was not of the highest order and at times the organisation struggled to gain the acceptance of social services employers and staff. In 2007, after completing a governance review and stakeholder consultation programme, new governance and management structures were established and the ITO was renamed the Social Services Industry Training Organisation (SSITO).



In 2010 SSITO completed a strategy document Skills for Wellbeing 2020. This document was the result of both focussed consultative development and wider industry consultation and feedback. This document has helped inform the development of this paper and is included in its entirety in the Appendix.

By 2011 the government's drive to reduce the number of ITOs led to SSITO and Careerforce entering into negotiations for and eventually completing a merger. The Social Services ITO ceased to exist as an individual organisation and its roles and functions were taken over by Careerforce. This Mandatory Review of the NZQA registered Health, Disability and Social Services qualifications provides an ideal opportunity for Careerforce and the social services sector to work together to develop a strong relationship from which a well-accepted and effective set of qualifications can emerge.

CURRENT SOCIAL SERVICES OPERATING ENVIRONMENT

While the qualifications that will emerge from this mandatory review process need to be future-proofed – that is able to respond to current and future demands within the social services, disability and health fields – it is important that the current social services environment is fully understood. There are a number of major changes occurring in the current Government's expectations of State-funded social services. Given that these changed expectations will be fully imbedded prior to any major political change in the make-up of government it is safe to assume that these changes may be part of future funding and delivery environments.

High Level Policy

At the highest level the policies of the current Government are informed and constrained by the fact that when it came to power it was at the time of the Global Financial Crisis. This Crisis created a strong downturn in the economy and the Government responded by seeking "value for money" in all of its funded operations. This led to government agencies reviewing their operations and trying to save as much money as possible. Government departments were merged, the numbers of public servants, particularly those in back-office and middle management functions, were reduced and a focus was put on front line delivery of services.



After these initial changes were made the Government introduced its 10 Better Public Service Targets. These targets are in the areas of:

- Reducing long-term welfare dependency
- Supporting vulnerable children
- Boosting skills and employment
- Reducing crime
- Improving interaction with government

The setting of targets is a challenging exercise for governments as achieving targets is never certain. Therefore, the government is very focussed on using all its resources to achieve its stated targets. This includes utilising government funded social services and influencing communities to work towards achieving the government's goals.

Programmes of Action

Whānau Ora

The Whānau Ora approach to delivering social services is one of empowering whānau and families to make positive differences in the wellbeing of the whole whānau/family. It does not look at people as individuals but rather as part of a wider whānau group, with wellbeing only achieved when the wider whānau are empowered to support and develop each other's mutual wellbeing.

One of the key aspects of this approach is the need to de-silo the support and to view people and the supports they may need more holistically. Thus a child who is struggling to achieve in their education needs more than a simple educational response. Rather their health, nutrition, housing, cultural and social support needs must also be addressed.



White Paper for Vulnerable Children

A White Paper is a statement of Government Policy. The White Paper for Vulnerable Children sets out what will be done to protect vulnerable children who are at risk of maltreatment. This paper sets out Government policy solutions to identifying and protecting children who are vulnerable to various forms of assault and abuse. It includes "... legislative changes, information sharing, tracking vulnerable children, tougher penalties for and monitoring of child abusers, screening those who work with children, free child protect line, public awareness campaigns, local children's teams and shared responsibilities for all children" (White Paper for Vulnerable Children, 2012).

The White Paper for Vulnerable Children also includes requirements to, "Agree minimum standards and competencies in national guidelines for inclusion in organisations' employment, contracting and audit obligations". These minimum requirements will have a significant impact on the demonstrated competencies of people involved with children both in professional or voluntary roles.

The White Paper for Vulnerable Children also has a de-siloed approach. At government level a Ministerial Oversight Group has been established to take a joined up approach to the implementation of the vulnerable children's policies. At governance level, the Vulnerable Children's Board has been established. This Board is composed of the Chief Executive Officers of key government agencies including the Ministries of Social Development, Health, Education, Police, Te Puni Kōkiri, Business Innovation and Employment.

Key policies and strategies in the White Paper for Vulnerable Children include:

- Children are at the Centre of What We Do
 - Introduce a Vulnerable Childrens Bill
- Report Child Abuse
 - All agencies working with children will be required to recognise and report child abuse;
 - A public education/awareness campaign;
 - Child Protect 0800 line to report concerns



- Finding Checking and Connecting
 - A computer system developed – Vulnerable Kids Information System – to share information on vulnerable children;
 - Legislation to ensure sharing information is legal;
 - Code of conduct and audits to ensure information sharing is within the legal requirements;
 - Provide NGOs with appropriate levels of information on children they are working with
- Working Together, Sharing the Responsibility
 - Legislation to enable shared responsibility across Ministries;
 - Establish Childrens Teams;
 - Establish Regional Directors
- Focusing on What Works
 - Better integration of Well Child/Tamariki Ora and Family Start;
 - Review of Government-funded parenting programmes
- Protect and Respond
 - New strategies for kids in care;
 - improved transitions for children in care to Home for Life or in dependence;
 - Paid parental leave for caregivers;
 - National database of iwi approved carers
- Professionals Helping Children
 - Implement a Children’s Workforce Action Plan;
 - Develop guidelines and legislation on vetting and screening;
 - Agree on minimum standards of competencies
- Dealing with Abusers
 - Court orders restricting high risk people from living with children;
 - Introduce legislation for safe permanent care for children removed from parents
- Mentoring and Supporting
 - Promote mentoring of vulnerable children;
 - Launch scholarship programme
- When Agencies Get it Wrong
 - Implement a best practice complaints system



Investing in Services for Outcomes

Investing in Services for Outcomes is a Ministry of Social Development led change programme that has three main thrusts.

1. To ensure that the external funding spent by the Ministry of Social Development is contributing to achieving the Better Public Service Targets. Over time this may mean shifting the services being purchased from the current configuration to one where the contribution of these services to achieving the targets is clearer and more directly linked. Providers will also need to clearly demonstrate the outcomes they are producing and how these contribute to the overall targets.
2. Rearranging how the Ministry of Social Development operates so its four arms, Work and Income, Family and Community Services, Child Youth and Family and Ministry of Youth Development all work as a coherent whole. Through this process service providers will have streamlined contracting, reporting and auditing processes.
3. Through the implementation of the Capability Investment Resource service providers to become stronger, adaptable, integrated and sustainable. This will support them to build the capability of their organisations to respond to the new contracting requirements and deliver services more effectively and efficiently to their clients and communities.

Welfare Reforms

There have been a series of reforms in the welfare support area. These reforms focus on an investment approach whereby Work and Income will work with a larger number of beneficiaries in order to get them ready and able to participate in the workforce. Through this approach they plan to meet the Better Public Services target of a reduction in long term benefit dependency.

To date there have been changes in the approach taken to young beneficiaries and young parents, including changes in the way they are paid and the expectations placed on them to be actively participating in proactive life and employment skills programmes. The service providers delivering these programmes are placed on performance based contracts with a large proportion of the contract payment dependent on delivering against agreed results.



At the start of the 2013/14 Financial Year the current 7 types of benefit will be reduced to three. With work and social obligations placed on the majority of beneficiaries. It is likely with this increased focus on ensuring such social obligations as being drug free, placing your children in approved Early Childhood Education and ensuring they are attending school etc. there will be an increased demand for social services supports which deliver against these types of results.

Other Changes

The changes being implemented through the White Paper for Vulnerable Children and the Ministry of Social Development are all part of a wider change informing the delivery of all government funded social services. The Ministries of Health, Justice, and Corrections are all reviewing and redeveloping their contracting systems. Underpinning all of these reviews is the desire to have outcome focused contracts with deliverables that contribute to Better Public Service Targets.

While these changes are being driven by the current government's priorities many of the processes and practices that are currently being developed will bed-in and become accepted practice. This means that even with a change in government, systems such as the more joined-up contracts and the need to demonstrate achievement of outcomes matched to governments' priorities will remain as part of the future social services landscape. The emerging suite of social services qualifications will need to respond to these requirements.



INDUSTRY FEEDBACK

The New Zealand Council of Christian Social Services (NZCCSS) has taken a leadership role to ensure the needs of social services are fully considered during the Mandatory Review of the Disability, Health and Social Services qualifications. As a membership organisation with a large and well respected membership NZCCSS is well positioned to canvass social service employers and social services professionals on the current, emerging and future qualifications needs in their area of work.

Methods for Gathering Information

In order to get feedback NZCCSS organised sector meetings in Auckland (2) and Christchurch and had a number of small group and one-on-one meetings in Wellington. The key points of focus for these meetings were:

- Developing an initial scoping report on “social services workforce pathway/s and qualifications framework to inform the 2013 Qualifications Review...”
- What is available and working?
- What are the current workforce pathways?
- What are the gaps?
- How could the qualifications and pathways be improved?
- What are the linkages with health and disability sectors?

Meetings with specific social service organisations and leadership groups were held to further consolidate and clarify the information fed back through the group meeting process. The notes from the key meetings are attached.



EXECUTIVE SUMMARY OF MEETING FEEDBACK

Overarching Perspective: - Social Services are primarily concerned with the social wellbeing of service users. This social wellbeing is in the context of their family, whānau, community and cultural settings. This wellbeing is achieved when the service user is able to demonstrate a high level of positive interdependence within their family, whānau and community context.

This is described by the Family Services National Advisory Council “Ngā Kaupapa o Moemoeā” and included in the Skills for Wellbeing 2020 (Appendix) strategy developed by the Social Services ITO in 2010 as:

“Families are strong and richly connected with their communities.
They are able to support their members’ wellbeing, identity,
participation in society and interdependence”

Range and Context: - There is an extensive range and context for social services: This covers a span from antenatal to old-age and from preventative care through to crisis intervention. One meeting showed this pictorially as:

Range and Context

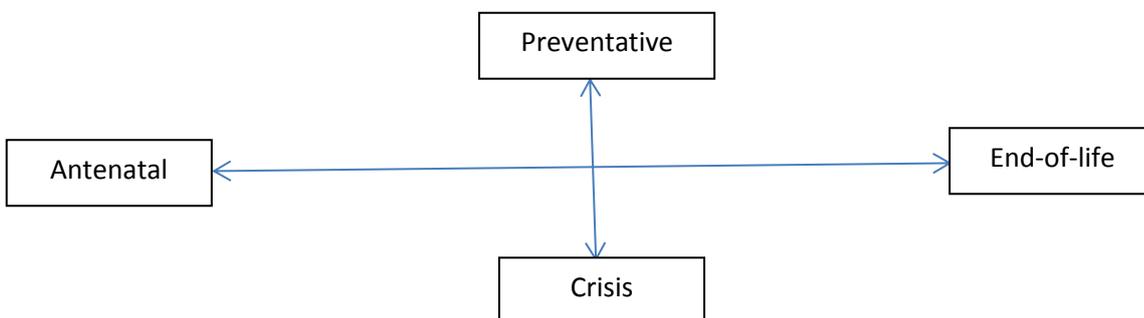


Diagram 1: From Notes of 5 March Meeting (Appendix)



Core Skills: - The core skills required of a social services worker are similar to the core skills required of workers in the health, disability and whānau ora areas included in this mandatory review process. A range of core skills (common competencies) were identified. These included:

- A beginning understanding of and respect for the role and place of tangata whenua in NZ society
- A respectful approach to all
- A good ability to listen and to communicate
- Recognising signs of vulnerability and abuse and knowing what to do when the signs are present
- Understanding their professional boundaries and knowing when and how to refer people for support
- Knowing the need to and how to keep themselves and the service users safe.

The depth and range of these core skills deepen and expand as people progress up the NZQA qualification levels. One group expressed this pictorially as:

Expanding Levels of Core Skills/Competencies

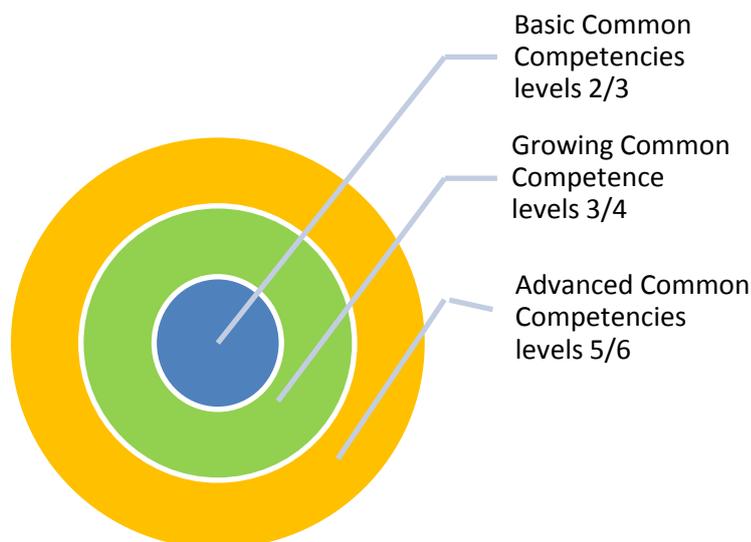


Diagram 2: From Notes of 9 April Meeting (Appendix)



Qualification Levels: -

Lower Levels – Meeting participants were divided as to what the lowest level of qualifications required for social services may be. While some saw value in a low-level qualification – potentially at level 2 which would be useful to induct and provide some level of consistency for workers with limited service user contact, others thought the minimum level would be 4.

Those wanting an induction level qualification saw this as a useful introductory level qualification which would indicate the person had been inducted into some basic self and client safety skills, were aware of their limitations and knew how to refer any concerns to more skilled people within their working environment.

The alternative view was that the complexity of working towards wellbeing with families and individuals, particularly those in vulnerable situations was too complex to be able to gain a safe understanding at any level lower than four. The depth and amount of what a social services worker needed to know and do to be even an entry level worker was too great to fit into a lower level qualification.

Higher Levels - There was reasonable consistency concerning the scope of social services practice at the higher end, recognising some limited permeability between the work of an experienced, skilled and supervised social services worker at level 6 of the NZQA framework and the higher levels of work associated with a qualified social worker. With the recognition that a social services worker was not a social worker and at level 6 did not have the levels of qualification normally required to register as a social worker.

However at levels 5 and/or 6 a social service worker would be expected to have:

- knowledge of their strengths and boundaries as a social services worker and know when and how to refer service users to more intense support;
- knowledge of community and community development;
- skill in identifying the signs of vulnerability, especially child safety and know what to do when vulnerability is identified;
- some knowledge of social work theory and the ability to apply this;
- in-depth knowledge of the cultural context of Aotearoa;
- basic ability to work within a Māori environment;
- good values upon which to base their practice;



- deep understanding of how to maintain their client's and their own safety;
- understanding of conflict management and self-management in a conflict situation;
- basic understanding of human development;
- holistic view of people within their personal contexts;
- knowledge of the impacts of mental and physical health problems, addictions and disability on wellbeing; and
- ability to work collaboratively and to develop strong professional networks and relationships.

Recognition of NZQA Qualifications in Other Settings

The meeting participants believed that in order to develop effective pathways for social services professionals a clear progression on how to move into becoming a professional social worker needs to be developed. Currently, the ability to be a registered social work professional is based on having completed a four year social work degree at a tertiary institution. The meeting participants believed that a diploma in social services should be recognised by tertiary institutions as part of the four year degree and thus reduce the length of time needed to study in order to gain the degree.

Social Services Management

The ability for people who are working in a social services setting to progress into management was seen as an important element in the graduate and employment pathways.



APPENDIX

Web Based Resources

Skills for Wellbeing, 2020 available at:
<http://www.nzccss.org.nz/uploads/publications/Skills%20for%20Wellbeing%202020%20Discussion%20Document.pdf>

The White Paper for Vulnerable Children available at:
<http://www.childrensactionplan.govt.nz/>

Notes from Meetings

NZCCSS Member Meeting, Auckland, 5 March, 2013 page 14

Social Services Meeting, Auckland 27 March, 2013 page 19

Social Services Meeting, Christchurch, 9 April, 2013 page 24

Social Services User Profile page 27



Notes from NZCCSS facilitated meeting held 5 March 2013

A meeting was held at Iosis Family Solutions, 112c Russell Road, Manurewa to discuss the Mandatory Review of qualifications – focussing on a social services perspective.

Present:

NAME	ORGANISATION
Ruby Duncan	Iosis - Auckland
Philip Beilby	Anglican Trust for Women and Children
Graham Munford	Across – Palmerston North
Michelle Branney	Wellington City Mission
Maria Millan	Wellington City Mission
Robyn Corrigan	Presbyterian Support Northern - Auckland
Dianna Vao	The Salvation Army - Auckland
Pam Hughes	The Salvation Army - Auckland
Kim Dunlop	Te Waipuna Puawai - Auckland
Trevor McGlinchey	NZCCSS

Apologies

John McCarthy	Lifewise
Vaughan Milner	Presbyterian Support Upper South Island
Rod Watts	Presbyterian Support Northern

Meeting opened with Prayer – thanks to Ruby for leading us in prayer and for the manaaki of Iosis Family Support centre

Trevor explained the Mandatory Review of Qualifications, the role of Careerforce and the role of NZCCSS.

The group were asked to provide assistance in:

- Developing an initial scoping report on “social services workforce pathway/s and qualifications framework to inform the 2013 Qualifications Review...”
- What is available and working?
- What are the current workforce pathways?
- What are the gaps?
- How could the qualifications and pathways be improved?
- What are the linkages with health and disability sectors?

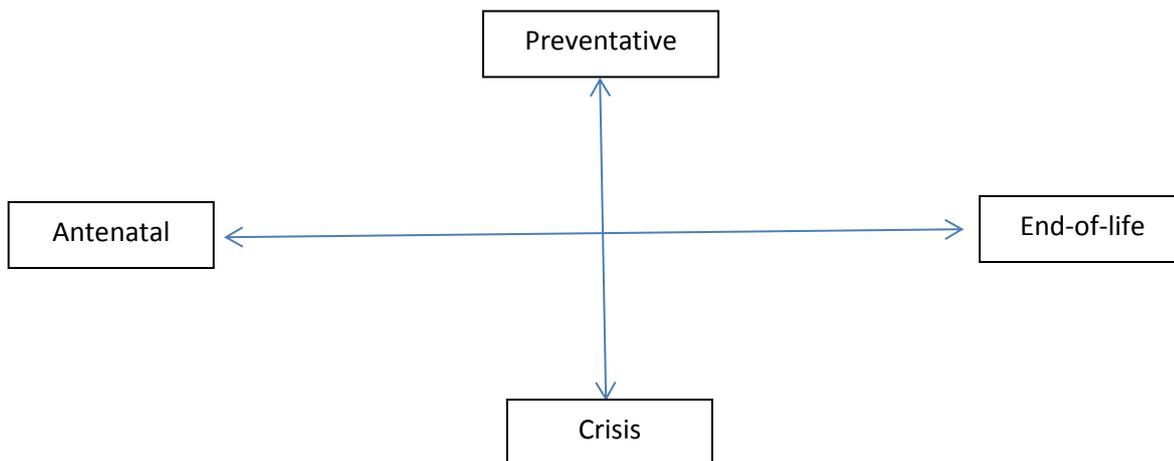


Group Feedback Included:

1) The group's initial thinking was focussed on the role of professional associations on the role of social workers and in assuring there was professionalism, the ability to lay complaints and access to indemnity insurance. Without belonging and being held accountable by a professional association how could the high standards of social work be maintained?

2) Further reflection on what is/are social services resulted in an emerging description of the history and range of services that should be included. Social services is about "helping people in need" and emerged from a Christian construct of providing "mercy – of rescue", to "serve" those in need.

3) The range of services went both across areas of services from antenatal to elder and end of life care and then up and down in intensity of need from preventative to crisis;



4) Some of the role descriptors in the range of areas included in social services included:

- New Born and Antenatal
 - Family Start, parenting, equipping whānau to work with children, care givers, foster parents
- Children support and advocacy
 - Abused children
 - Neglected children
 - Care givers
 - Family Home workers
- Young people's/rangatahi support and advocacy
- Eldercare
 - Socialisation, advocacy and support rather than – or combined with medical/health interventions



- Family Violence
 - Women's programmes and support, Men's programmes and support
- Community Work
- Housing
- Budgeting
- Prisoner Reintegration
- Migrant and Refugee Support

5) Within this range of services there were different level workers operating at different levels from

- Low level intensity support
 - community support workers, transporters taking people to appointments with work and income, medical appointments etc., supervisors for supervised non-custodial parent visits, care givers, foster parents
- Medium intensity workers
 - Parent Support Mentors – supporting household management skills, residential care workers in children's' and young mothers' care facilities, advocates with WINZ and Housing etc.
- High intensity workers
 - Statutory interventions, child safety, assessment of needs and risks etc.

6) Given these levels the “what people can *do, be, know*” start to be identifiable. Critical is that at every stage of development there is a quality of delivery that is “professional” (Small ‘p’ professional in that the quality of help/service is of a high standard and an appropriate level- not big “P” as in belonging to a Professional Association)

7) At every level is a minimal ethical base where confidentiality, personal respect and professional boundaries are known, understood and implemented. From that point on the *do, be, know* constructs reflect:

- Low level intensity
 - A beginning understanding of, and acting in a manner that is respectful of, the role and place of tangata whenua
 - Knowing how to interact with people from other cultures – particularly those with whom their employer works
 - A respectful approach to all
 - Ability to listen
 - Recognising professional boundaries – not providing advice and support that needs to come from others with appropriate skills and experience



- Know when and how to refer people to support
- Recognising vulnerability and abuse and knowing how to bring it to the attention of those that need to know
- Knowing the need and basic steps to maintaining their own personal safety and the safety of the people with whom they work

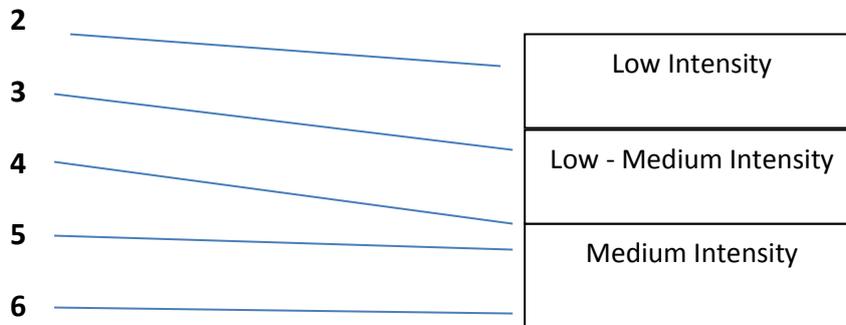
- Medium Level Intensity
 - A deeper understanding of the context of Aotearoa, the impacts of colonisation an understanding of the role and place of the Treaty of Waitangi
 - A beginning understanding of and ability to recognise and respond to basic imperatives of tikanga and kawa when working with Maori
 - A developing values base upon which to base their practice., including knowing and applying a strength based approach
 - A deeper ability to recognise the need for their safety as a worker and for the safety of the vulnerable people they work with and a stronger understanding of how to achieve this
 - An understanding of conflict management and self-management in conflict situations
 - A basic understanding of human development
 - Moral development
 - Basic health and wellness
 - A holistic view of people in context
 - Ecological influences
 - Differing world views
 - Enough to know you can't separate people from their life context
 - A broad introduction to the theories of social work practice

- High level intensity
 - This is the work of “Professional” social workers – belonging to a professional association and with degree level or high qualifications
 - Interventions at a statutory level involving decisions about ongoing child safety and the need for high level interventions
 - Working with whānau in “high risk” situations environments, undertaking assessments, liaising with other services to ensure needs are met, to build development and safety plans



8) Some initial thinking of how this low – high intensity framework may fit the NZQA Qualifications Levels indicated;

NZQA Level



9) Given the holistic and contextual nature of social services there is a strong overlap with the health and disability sectors. As workers progress from low intensity work to medium intensity engagement knowledge of:

- Child safety – abuse, neglect
- Health and Wellbeing – including mental health
- Addictions
- Family Violence
- Elder abuse and neglect

- will need to be developed and as intensity increases/deepened.

10) It was noted the existing models and pathways were based on medicalised rather than socialised interventions. For social service there needs to be more recognition of the social/ecological models.

Trevor thanked everybody for their contribution, indicated copies of the meeting notes would be distributed for further feedback.

Meeting finished with karakia from Trevor



Notes from NZCCSS facilitated meeting held 27 March 2013

A meeting was held at Friendship House, Putney Way, Manukau to discuss the Mandatory Review of qualifications – focussing on a social services perspective.

Present:

NAME	ORGANISATION
Peter Toews	WAVES Trust - Auckland
Amanda Meynell	Child Matters - Hamilton
Liz Devine	Child Matters - Hamilton
Victoria Butler	CanTeen - Auckland
Laverne Robinson	CanTeen - Auckland
Anne Tate	MSD Auckland
Kelly Leef-Tate	Target Education - Auckland
Nirmala Narasimhan	Wintec - Hamilton
Sean McKinley	Social Workers Registration Board
Huki Nepia	Waahi Whaaanui Trust - Hamilton
Alison Sutton	Comet - Auckland
Lesly Ison	Friendship House - Auckland
Paula Chamberlain	Wintec - Hamilton
Marie Chester	Counties Manukau DHB
John McCarthy	Lifewise - Auckland
Trevor McGlinchey	NZCCSS

Apologies

Janet Hope	Youthworx
Cherie Saunders	Presbyterian Support Northern
Tracey Shipton	Dingwell Trust

Meeting opened with Prayer from Trevor

Trevor explained the Mandatory Review of Qualifications, the role of Careerforce and the role of NZCCSS.

The group were asked to provide assistance in:

- Developing an initial scoping report on “social services workforce pathway/s and qualifications framework to inform the 2013 Qualifications Review...”
- What is available and working?



- What are the current workforce pathways?
- What are the gaps?
- How could the qualifications and pathways be improved?
- What are the linkages with health and disability sectors?

Group Feedback Included:

The group's initial thinking focussed on the following KEY POINTS:

1. We need the right people in the right jobs – sufficient numbers at the right skill/knowledge level to meet demands from clients and social services agencies
2. Safe practice is critical
 - 2.1. Safe practice combined with appropriate skills for role means positive results for service users
 - 2.2. Trainee social service workers need to be taught what they need to know in order to work well – to meet the needs of their clients
3. Social Service Qualifications need to be recognised across sectors
 - 3.1. Validity and worth of social services qualifications recognised and respected
4. There is a big picture across the Human Services range of services – social services fits in here, therefore:
 - 4.1. The shared competencies in different roles need to be clearly understood and are consistent across sectors
 - 4.2. These base competencies should be recognised and a shift in career within the human services range should recognise these existing competencies and not require reworking in the new context.
 - 4.3. This also fits with “any door is the right door” concept for people seeking social service support
 - 4.4. It also helps with the “people only tell their story once” approach
 - 4.5. There is a UK model of competencies that may work



The Same But Different

5. While the similarities with Human Services sector were acknowledged the distinct differences to a medical approach were also highlighted:
 - 5.1. Social health and wellbeing rather than a physical health focus;
 - 5.2. Particular need to recognise and respond appropriately to signs of vulnerability across all areas e.g. family violence, elder abuse, financial, emotional and physical abuse;
 - 5.3. A special focus on children’s vulnerability and wellbeing;
 - 5.4. Focused on family/whānau/community engagement and interdependence – part of a dynamic group not a single physical person; and
 - 5.5. Ability to work in communities using culturally appropriate approaches and responses – particularly being able to reflect the cultural imperatives of the context of the whānau/family being worked with.

6. However, at levels 2 – 6 of the NZQA Qualifications Framework, there were many shared competencies including:
 - 6.1. A strong ethical base – knowing and respecting the rights of the people for whom the service is being provided;
 - 6.2. Good quality personal interaction skills;
 - 6.3. Understanding Treaty of Waitangi as the founding document and basis for a bicultural nation;
 - 6.4. Cross cultural understanding and respect for cultural differences; and
 - 6.5. Literacy/numeracy and language skills that are at the level that is required for the level of interactions expected of the role.

Expectations at Different Levels

7. There was a lively discussion regarding the different levels of what people can be, do and know at different levels.
 - 7.1. Many thought there was no need for any level 2 qualification that the minimum level would be at Level 3 or 4
 - 7.2. Others thought that for some working at a contact with clients but no engagement a level 2 qualification that covered basic ethics, how to keep the agencies clients and yourself safe, signs of vulnerability and who to talk to about it, etc. – this could cover people working in reception roles, transporters etc.



- 7.3. At levels 3-4 social services workers in roles such as social services assistant, community worker, budget advisor. This would be a generalist type qualification and may have many core components similar to other human services qualifications. Some of the skills would include:
- 7.3.1. Know their boundaries and how to work under supervision
 - 7.3.2. Be able to demonstrate respect for individuals and whānau
 - 7.3.3. Know and operate from a strength based perspective
 - 7.3.4. Good levels of communication
 - 7.3.5. Appropriate levels of literacy/numeracy skills
 - 7.3.6. Know how to keep themselves and their clients safe
 - 7.3.7. Basic social services applied theory and practice models
8. At level 6 there was more cohesion in the group's thinking about what would be required:
- 8.1. A Registered Social Worker needs a qualification above a Level 6 qualification. They work at the hard end – responsible for the statutory and regulatory role, either working for Govt in CYF or with other agencies working at a high level. Making decisions about the safety and welfare of children and whether their families/whānau are able to care for them and keep them safe or whether a statutory intervention is needed.
 - 8.2. This is a high level investigative and assessment role with highly skilled follow up and support utilising effective critical analysis of the needs, most pressing safety requirements, and best approach and course of action.
 - 8.3. A social services worker with a Level 6 qualification needs to be able to do much of the work of a social worker, but when faced with indicators of vulnerability that may lead to high level emotional/physical/mental harm knows how to refer the service user to higher qualified assessment and intervention.
 - 8.4. At level 6 the social services worker will have:
 - 8.4.1. an in depth understanding of NZ as a bicultural nation,
 - 8.4.2. be competent culturally,
 - 8.4.3. know a range of social work theory as appropriate to their role,
 - 8.4.4. will be a skilled observer and recorder of family/whānau needs and issues,
 - 8.4.5. be skilled in signs of vulnerability, especially child safety and know what the next steps are when these signs are observed,
 - 8.4.6. will know their strengths and boundaries as social services workers and know when and how to refer service users to more intense support,
 - 8.4.7. will know how to work within communities,
 - 8.4.8. will take a strength based approach and know how to assist their families whānau to become strong and well connected to their communities.



9. Social Services Workers at level 6 need to have their qualification recognised and the amount of study required to get a higher level qualification and registration with the SWRB reduced accordingly.

Key Differences between Social Services and Human Services

10. While there were a range of similarities in some of the core competencies it was recognised that there were also some extremely important differences. These need to be strongly taken into account or we may have social service qualifications that are unworkable and lack industry respect and engagement.

11. A meeting participant, Huki Nepia, explained it this way:

If a health worker gets it wrong it directly affects one person,
in the worst case he/she may become sicker or even die.

In the social services decisions made by social services workers
affect generations within whānau.

Get it wrong and problems are perpetuated and deepened.

Get it right and families and whānau are moving on positive
pathways for generations.

Questions

12. Will the Whānau Ora qualifications and the mainstream qualifications be equal to each other and allow movement between Maori and mainstream?
13. How will Careerforce work with the owners of local qualifications so that their qualifications and unique contributions are recognised in the new system?



Notes from NZCCSS facilitated meeting held 9 April 2013

A meeting was held at Careerforce Christchurch Offices, 354 Armagh Street, to discuss the Mandatory Review of qualifications – focussing on a social services perspective.

Present:

NAME	ORGANISATION
Catherine Coups	South Island DHB Alliance
Gill Genet	Careerforce
Daria Martin	Careerforce
Dennis Langton	Presbyterian Support Upper South Island
Jeanette Campbell	Te Runanga o Ngā Maatawaka
Jim Gillanders	Te Runanga o Ngā Maatawaka
Malcolm Scott	University of Canterbury
Phil Clearwater	OPHSS
Lucy Sanford-Reed	ANZASW
Jan Duke	Social Workers Registration Board
Grant Obrien	Banardoes
Sue van Duers	Christchurch Methodist Mission

Apologies

Andrea Mathias	Presbyterian Support Upper South Island
----------------	---

Trevor explained the Mandatory Review of Qualifications, the role of Careerforce and the role of NZCCSS.

The group were asked to provide assistance in:

- Developing an initial scoping report on “social services workforce pathway/s and qualifications framework to inform the 2013 Qualifications Review...”
- What is available and working?
- What are the current workforce pathways?
- What are the gaps?
- How could the qualifications and pathways be improved?
- What are the linkages with health and disability sectors?



Group Feedback Included:

1) The group approached the questions from a point of first identifying “What are Social Services”. Key aspects of social services include:

- A social services worker is working on wellbeing for individuals, families, whānau, and community.
- They engage in a way that recognises their services users are part of a community and their work includes identifying and working with neighbourhoods and communities.
- A social services worker knows when to intervene and when to refer to other service providers and knows at what level of complexity/crisis they are trained to deliver at – they know and respect their level of knowledge and skill and don’t work out of this.
- They have knowledge of risk assessment consistent with their qualification level and role. They can identify markers of vulnerability particularly in areas such as child abuse/neglect, domestic/intimate partner violence and elder abuse.

2) Concerns were expressed with qualifications pathways that were not well matched with tertiary provider expectations. Some qualifications, e.g. Youth Work, could not transition into other social services fields – consideration should be given to ensuring transferability of core competence across the range of social services.

3) Qualification and employment pathways beyond level 6 into the field of social work was also difficult as the providers of the 4 year social work degrees did not recognise the learning that had gone into gaining NZQA level 6 qualifications. More work needs to be put into providing a pathway from diploma to degree – so a person with a diploma does not have to undertake a full degree programme from the start but receives credit for work already done.

4) The scope of role differences between a level 6 diploma social services worker and a social worker with higher level qualifications was also discussed.

- A social worker who is eligible to receive registration with the Social Workers Registration Board must have a 4 year degree or in certain circumstances gone through an internal process with the Board to demonstrate an equivalent level of competence.
- The Association of Social Workers Aotearoa New Zealand has members of their professional association at multiple levels of qualification. All members demonstrate the application of the ANZASW practice standards to their work. All must adhere to the ANZASW Code of Ethics.



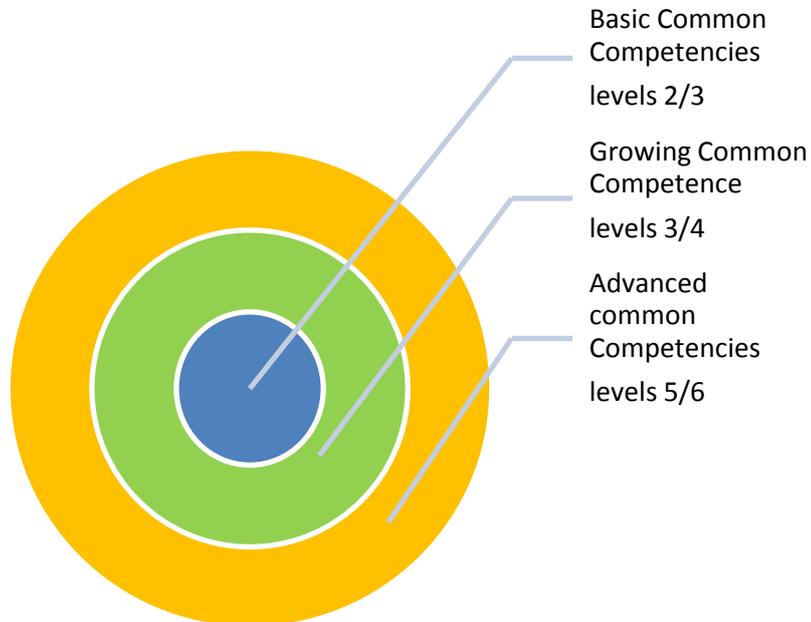
- Social Services workers up to and including level 6 should work under appropriate practice supervision and should have good professional supervision. Their roles are clearly defined and they know how to identify *when* to refer, *how* to refer and *do* refer when appropriate.
- Social Services workers up to and including level 6 should access an appropriate range of professional development activity. For example ANZASW and SWRB require a minimum of 20 hours CPD per annum.
- The Position Paper on Scopes of Practice published by the Ontario College of Social Workers and Social Service Workers in October 2008 (<http://www.ocswssw.org/docs/scopespracticepositionpaper.pdf> accessed 15 April 2013) was recommended as a good guide. This paper says there is “overlap in the curricula” for social services and social work programmes of learning. There are “four differences identified in the bodies of knowledge for the two professions”. These four differences concern the intensity and breadth of the work, the level of knowledge of social work theory required and the need for research at higher qualification levels. The defining difference was that social work scope of practice included “diagnosis” and “achieving optimal psychosocial functioning” while social service practice did not.

5) The group sees a high level of congruence in the core skills sets across the range of levels 2 to 6 qualifications in the health, disability, social services and whānau ora sectors. They see a tight core of basic expectations of anyone working with individuals, families, whānau. These expectations/competencies expand as the worker goes up from level 2/3 to higher levels. The core competencies include:

- Ethics
- Boundaries – safety of service users and workers
- Recognition of signs of vulnerability
- Knowing one’s own cultural context and working across cultures
- Knowledge of Māori cultural imperatives
- Communications – listening, recognising body language



This approach was represented pictorially in the following way:



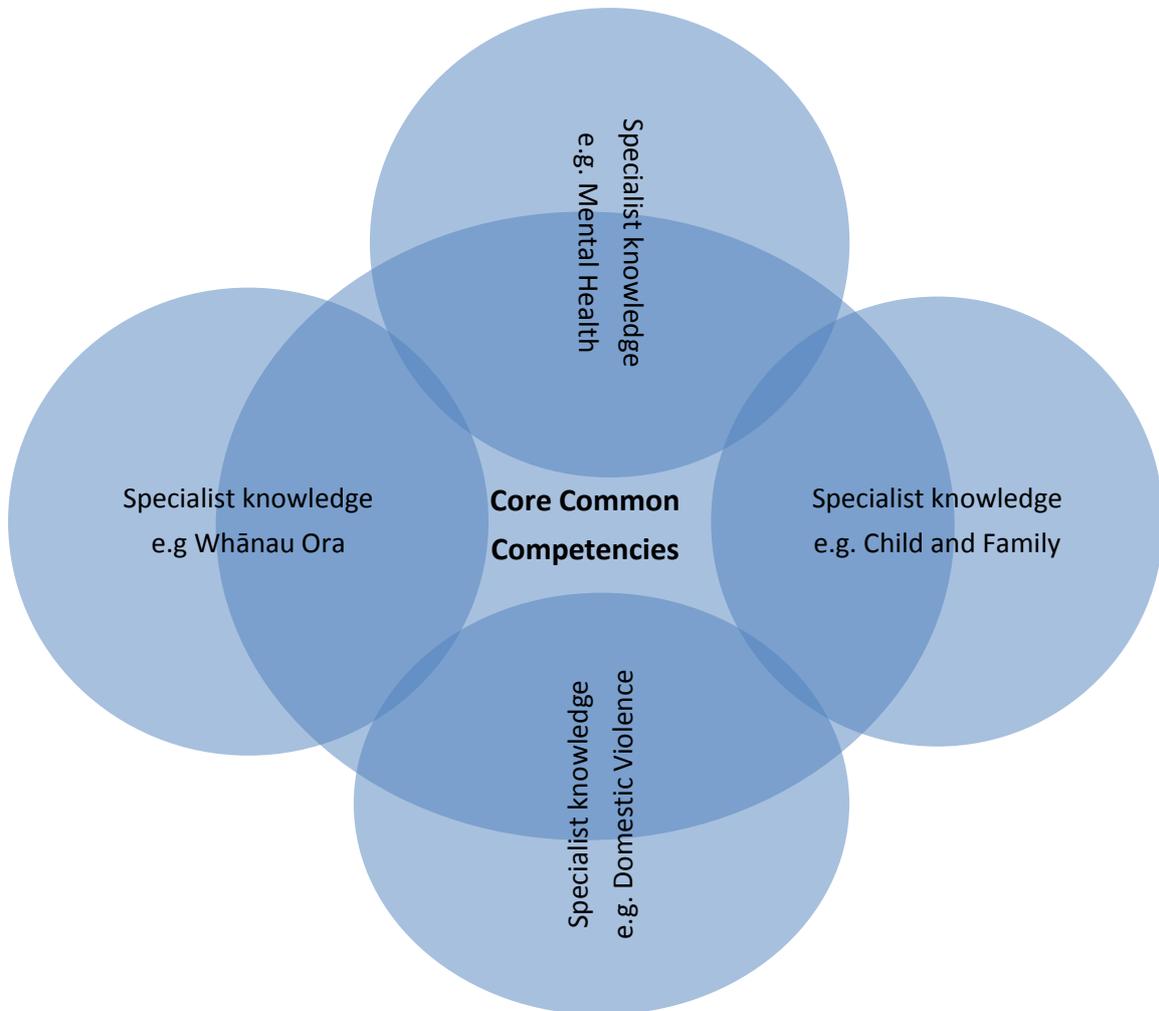
6) From this basic level of competence there is a more developed set of skills, these include:

- Strength based practice
- Community engagement and development
- Advocacy
- Effective networks for accessing support and referring to specialist knowledge and support for service users
- Knowing how to access and effectively use peer support and professional supervision
- Increasingly more in-depth vulnerability risk assessment
- Broad general knowledge of health, disability, mental health, domestic and intimate partner violence
- Knowledge of the Child Youth and Family Act and other legislation affecting families including education, family courts
- Child development theory
- Motivational interviewing
- Management practice in a social services setting

From this broad knowledge of social services and a general knowledge of most specialist areas the specialist knowledge and ability can be developed.



This approach was represented pictorially in the following way:



Trevor thanked everybody for their contribution, indicated copies of the meeting notes would be distributed for further feedback. Meeting finished with karakia from Trevor.



Social Services Service User Profiles

Completed at a meeting at the Wellington City Mission 15/4/2013

Young People Profile:

Young people - Low Intensity Markers	Example
<ul style="list-style-type: none"> • No history of previous engagement with social service • An external event has occurred • Require a specific intervention that family can't provide but have family support • Shorter term engagement with fixed out come 	<p>Sisters whose mother died. Were highly stressed and grieving</p> <ul style="list-style-type: none"> • Needed support to work through grief • Family supported to support girls • Girls went on leadership course and rediscovered their strengths • Reintegrated with family and community

Young people - Medium Intensity Markers	Example
<ul style="list-style-type: none"> • New Migrant • Family under stress • Still learning English and NZ ways of living • Or • Kids who haven't fitted in mainstream • Not necessarily "bad" but square pegs in round holes • Potential to become anti-social • Very bright kids who have become bored and don't fit • More than 1 agency involved • No statutory involvement – but potential for this to occur • Brush with youth aid – been diverted • Some history of previous engagement with social services agencies • Excluded or disengaged from school • Not employed • Usually some family support but family don't know what to do or have lost patience • Risk of teenage pregnancy • Few positive role models • Potential to be prospected by gangs 	<p>Very bright teenage boy excluded from school. Bored easily.</p> <ul style="list-style-type: none"> • Excluded from school • Police record for prolific tagging • Reasonable family support but didn't know what to do and estranged due to child's risk taking behaviour • Became engaged with alternative education course • Moved into aerosol as art programme • Enrolled into a design programme at University



Young people Continued

Young people - High Intensity Markers	
<ul style="list-style-type: none"> • Residential home or heading to statutory care and protection • Multiple agencies involved • Multiple issues – often including mental health • Potential for self-harm or harm of others • Drug/alcohol usage • Risk taking behaviour and criminal behaviour 	<ul style="list-style-type: none"> • Statutory bodies involved • Low level of social skills • Anti-authority and difficult to engage • Often without a permanent home – transient moving from parents to siblings to friends • Often family history of involvement with social service agencies

Family Profile

Family - Low Intensity Markers	Social Service Worker Response
<ul style="list-style-type: none"> • Low risk – low intervention • Independent • 1 event – redundancy, relationship ending • Self-refer – know what they want • Need help to plan the steps to achieve what they want • Advocacy with WINZ/Health/ACC • Or • Want to be better parents • Recognise they need help to parent better – have insight • Short term, don't tend to be seen again 	<ul style="list-style-type: none"> • Very specific support • Worker can follow quite specific practical processes following predetermined steps and guidelines • Provide advice, affirming what they already know • Teasing out the issues, helping them see things clearly



Family – continued

Family - Medium Intensity Markers	Social Service Worker Response
<ul style="list-style-type: none"> • May not have had statutory involvement – but the potential is there e.g. CYF notification but no further action taken • Sometimes present just needing food or resources but deeper issues surface/are identified • Limited cultural connections • Assessment shows family dynamic not healthy • Often history of family violence • Inappropriate parenting • Weak or non-existent family networks • Isolated not connected to family • Isolated not connected to positive community – sometimes connected to negative community • Limited by a number of factors <ul style="list-style-type: none"> • Literacy • Post-natal depression • Mental health issues • Kids being bullied • Budget skills • Life skills • Most on a benefit or very limited incomes • Low levels of resilience 	<ul style="list-style-type: none"> • Social Service worker does initial assessment • Using established assessment processes with flags for escalating or referral • Multiple issues but with clear pathway for worker to identify and put responses in place



Family - High Intensity Markers	Social Service Worker Response
<ul style="list-style-type: none"> • History of ongoing engagement with social service agencies • Multiple agencies involved • Statutory agency involvement • Drug/alcohol issues • No budgeting skills • High levels of debt • Very insecure housing • No work and issues maintaining benefits • Very low literacy • Low motivation – lacking in hope • Not connected to family • No positive role models • Often involved with anti-social groups • Limited insight – low level of cultural self-understanding • Often range of health issues • Multiple fathers to children • Children already in care • High levels of risk taken – both personal and with children – issues of neglect and potential abuse 	<ul style="list-style-type: none"> • Social Service Worker refers to Social Worker for in-depth assessment and response plan development • May be part of a team approach to working with family

Older People

Older people - Low Intensity Markers	Social Service Worker Response
<ul style="list-style-type: none"> • Having issues with super review, rates rebates, accommodation supplement etc. • Lonely disconnected from family and community • Difficulty accessing transport • Difficulty understanding doctors diagnosis/instructions • Not always one-off • Don't know how to do accounts etc. 	<ul style="list-style-type: none"> • Basic advocacy • Ability to reconnect with community • Ability to help with transport • Able to work with medical professionals to insure diagnosis and instructions clearly understood <p>Example:</p> <p>Partner has died and are in deep grief Partner has always understood the accounts or has been the one to lead the engagement with community. Children living in Australia</p>



Older people - Medium Intensity Markers	Social Service Worker Response
<ul style="list-style-type: none"> • Alone, not often as a couple • Family not around, estranged or a difficult relationship – family part of the problem • Asset rich but cash poor • Overwhelmed by circumstances • Very anxious • Don't know how to respond to the circumstances they are in • Need help to navigate legal systems and other systems. E.g. Information on web sites and not accessible or understandable • Issues with Needs Assessment Service Coordination – not getting appropriate access to home help and support • Issues with WINZ/ACC/Medical etc. • Resistant to change, element of suspicion 	<ul style="list-style-type: none"> • Excellent networks into older community support networks • Ability to spot signs of elder abuse and know what to do about it • Knowledge of NASC and support systems • Knowledge of WINZ/ACC etc. and ability to advocate • Able to build rapport and trust

Older People Continued

Older person - High Intensity Markers	Social Service Worker Response
<ul style="list-style-type: none"> • Living alone – but needs residential care • Soldiering on • Just left hospital after illness or accident • Not coping • History of or ongoing financial and other abuse from family • Not competent and not properly assessed • Ongoing health issues • Isolated not connected to family • Difficulty getting around • Unclean/untidy homes • Getting pretty cranky • Dementia 	<ul style="list-style-type: none"> • Strong knowledge of NASC • Understanding of Elder abuse and what to do • Knowledge of regulatory/statutory frameworks and issues of legal competence • Understanding of dementia • Ability to build trust and rapport