

## Qualification details

Qualification number/Te nama o te tohu mātauranga	2848 replacement - NEW L2 Care <b>DRAFT</b>		
English title/Taitara Ingarihi	New Zealand Certificate in Care for the Developing Child (Level 2)		
Māori title/Taitara Māori			
Version number/Te putanga	<b>DRAFT</b>	Qualification type/Te momo tohu	Certificate
Level/Te kaupae	2	Credits/Ngā whiwhinga	60
NZSCED/Whakaraupapa	Society and Culture > Human Welfare Studies and Services > Nannyng and Early Childhood Care		
Qualification developer/Te kaihanga tohu	NZQA Qualifications Services on behalf of and in collaboration with the sector		
Review Date /Te rā arotake	2025		

## Outcome statement/Te tauāki ā-hua

<p><b>Strategic Purpose statement/ Te rautaki o te tohu</b></p> <p>The purpose of this qualification is to provide Aotearoa New Zealand with people who have life skills and foundational knowledge of early learning to care for the developing child in parenting and caregiving roles. It will also provide for support for kaiāwhina and carers in a supervised environment relating to caring for mokopuna - infants, toddlers, and/or young children.</p> <p>Graduates may contribute to improved community and whānau/family outcomes by providing support for mokopuna - infants, toddlers, and young children.</p>
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<p><b>Graduate Profile/Ngā hua o te tohu</b></p> <p>Graduates of this qualification will be able to:</p> <ol style="list-style-type: none"> <li>1. identify factors that contribute to the holistic wellbeing of the mother and the kukune/foetus during haputanga/pregnancy, and the mokopuna/children across the early years, including the impact on a child's brain development and lifelong learning (15 credits)</li> <li>2. demonstrate care practices and contribute to an environment that supports the holistic well-being of mokopuna - infants, toddlers, and young children (15 credits)</li> <li>3. provide and reflect on play experiences and environments using introductory knowledge of child development and how mokopuna/children learn through play (10 credits)</li> <li>4. identify own whakapapa and/or heritage/family history, values and beliefs to inform practice and self-awareness in relation to learning and care of mokopuna/children and managing self (5 credits)</li> <li>5. communicate to develop respectful, reciprocal and responsive relationships and to foster the social competence of mokopuna/children (5 credits)</li> <li>6. Use introductory te reo and tikanga Māori to support the care and development of mokopuna/children (5 credits)</li> </ol>
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7. identify community and Government support services and networks and ways they are available to assist mokopuna/children, whānau/families (5 credits)

#### Education Pathway/ Ngā huarahi mātauranga

This qualification provides a pathway to further learning and education, either in ECE or elsewhere.

Learners who want to study further in ECE may choose to progress to the following:

- New Zealand Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) [Ref: 2849]
- New Zealand Certificate in Early Childhood Education and Care (Level 4) [Ref: 2850]
- New Zealand Diploma in Early Childhood Education and Care (Level 5) [Ref: 2851]

Graduates who have appropriate te reo Māori skills may undertake further study towards:

- Te Mana o te Mokopuna (Kaupae 3) [Ref: 2854] - New Zealand Certificate in a Maori World View of Early Learning (Level 3).

#### Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki

Graduates of this qualification will have the basic skills and foundation knowledge to care for children/mokopuna, primarily in parenting roles. They may also be involved as a kaiāwhina, providing support for carers in a supervised environment, or in unpaid caregiver support roles.

### Qualification Specifications/ Ngā tauwhāitanga o te tohu

<p><b>Qualification Award/ Te whakawhiwhinga o te tohu</b></p>	<p>This qualification may be awarded by any education organisation with an approved programme of study or industry training leading to this qualification.</p>
<p><b>Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga</b></p>	<p>Evidence requirements should include:</p> <ul style="list-style-type: none"> <li>- an overview of the mapping of the programme learning outcomes and assessments to the graduate profile outcomes;</li> <li>- effective internal and external moderation systems and processes, including analysis of results relating to graduate profile outcomes;</li> <li>- analysis of graduate destination data, and actions taken or proposed from results and feedback. This includes consultation with graduates, employers, stakeholders, and next tutors to obtain destination information and end-user feedback specifically assessing the graduates against the graduate profile outcomes (e.g. employment, progression, further study);</li> <li>- evidence of any benchmarking activities.</li> </ul>
<p><b>Minimum standard of achievement and standards for grade endorsements/ Te pae o raro e tutuki ai, ngā paerewa hoki hei whakaatu i te taumata o te whakatutokinga</b></p>	<p>Achieved.</p>

<p><b>Other requirements for the qualification (including regulatory body or legislative requirements)/ Kō ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumarū, ki ngā here ā-ture rānei)</b></p>	<p><b>Regulatory</b> Programmes must reflect quality practice and maintain currency with amendments to, and replacements of, relevant legislation, regulations, Australia/New Zealand standards (AS/NZS), and security responsibilities including cyber safety (particularly related to young children).</p> <ul style="list-style-type: none"> <li>- Current legislation and regulations can be accessed at <a href="http://legislation.govt.nz">http://legislation.govt.nz</a></li> <li>- Current AS/NZS standards can be accessed at <a href="http://standards.co.nz">http://standards.co.nz</a></li> <li>- Current regulatory framework and licensing criteria for ECE can be accessed from the Ministry of Education at <a href="https://www.education.govt.nz/early-childhood/">https://www.education.govt.nz/early-childhood/</a></li> <li>- Information on the Children’s Act 2014, safety checking regulations and guidelines can be accessed from <a href="https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/">https://www.orangatamariki.govt.nz/working-with-children/childrens-act-requirements/</a>.</li> </ul>
<p><b>General conditions for programme/ Ngā tikanga whānui o te hōtaka</b></p>	<p><b>Te Whāriki</b> Terminology is based on He whāriki mātauranga mō ngā mokopuna o Aotearoa - Early childhood curriculum (Te Whāriki), which can be accessed at <a href="https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/">https://www.education.govt.nz/early-childhood/teaching-and-learning/te-whariki/</a>.</p> <p><b>Te Tiriti o Waitangi/The Treaty of Waitangi</b> Programmes leading to this qualification will be underpinned by Te Tiriti o Waitangi/The Treaty of Waitangi, and Te Whāriki. As such, programmes will thread te reo Māori and tikanga Māori learning throughout.</p> <p><b>Diversity and inclusion</b> Programmes can be developed which encourage the use of the child’s first language and culture. There is potential to develop and deliver programmes towards this qualification bilingually (e.g. Samoan and English); and a specific philosophy or context may be identified in programmes leading to the award of this qualification.</p> <p>Programme design must consider bicultural, multicultural and gender issues, and inclusive practice, to encourage greater diversity and inclusion within the ECE sector.</p> <p><b>Programme design</b> Programmes must include a holistic view of child development and learning, consider the significance of the <i>First 1000 days of Life</i> (from conception to two years)</p>

	<p>and the impacts on brain development and lifelong learning.</p> <p>Experiential learning to engage learners is seen as an important consideration at this level, with scope for the parent to learn alongside the child.</p>
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**Conditions relating to the Graduate Profile /Ngā tikanga e hāngai ana ki nga hua o te tohu**

Qualification outcomes/ Ngā hua		Credits/Ngā whiwhinga	Conditions/Ngā tikanga
1.	Identify factors that contribute to the holistic wellbeing of the mother and the kukune/foetus during haputanga/pregnancy and the mokopuna/children across the early years, including the impact on a child's brain development and lifelong learning.	15 credits	
2.	Demonstrate care practices and contribute to an environment that supports the holistic wellbeing of mokopuna - infants, toddlers, and young children.	15 credits	
3.	Provide and reflect on play experiences and environments using introductory knowledge of child development and how mokopuna/children learn through play.	10 credits	
4.	Identify own whakapapa and/or heritage/family history, values and beliefs to inform practice and self-awareness in relation to learning and care of mokopuna/ children and managing self.	5 credits	
5.	Communicate to develop respectful, reciprocal and responsive relationships and to foster the social competence of mokopuna/children.	5 credits	Programmes must include whanaungatanga/relationships concepts.
6.	Use introductory te reo and tikanga Māori to support the care and development of mokopuna/children.	5 credits	
7.	Identify community and Government support services and	5 credits	

	networks and ways they are available to assist mokopuna/children and whānau/families.		
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## Transition information/ He kōrero whakawhiti

<b>Replacement information/ He kōrero mō te whakakapi</b>	<p>This qualification replaced the:</p> <p>New Zealand Certificate in Early Childhood Learning and Care (Level 2) (40 credits) [Ref: 2848].</p>
<b>Additional transition information/ Kō ētahi atu kōrero mō te whakakapi</b>	<p><b>Version Information</b></p> <p>This qualification was developed as the result of review. The last date for entry into programmes leading to the replaced qualifications is 28 February 2024.</p> <p>The last date for assessment of the replaced qualification is 31 December 2024.</p> <p>Please refer to <a href="#">Qualifications and Assessment Standards Approvals</a> for further information.</p> <p>People currently enrolled in programmes leading to the replaced qualification may either complete the requirements by 31 December 2024 or transfer to the replacement qualification.</p> <p>It is anticipated that no existing learners will be disadvantaged by these transition arrangements. However, anyone who feels that they have been disadvantaged may appeal to the qualification developer NZQA National Qualifications Services on behalf of and in collaboration with the sector (<a href="mailto:ngs@nzqa.govt.nz">ngs@nzqa.govt.nz</a>).</p>