



SPEC<sup>®</sup>

## [2853] New Zealand Certificate in Skills for Living for supported learners

A relevant qualification for learners who require ongoing support  
and who  
work at Levels 1-2 NZC - appropriate from Year 9 upwards.



Tēnā koe,

South Pacific Educational Courses has been assisting schools since 2008.

The NZQA approved programmes lead to two New Zealand qualifications.

The information in this handout is about **[2853] New Zealand Certificate in Skills for Living for supported learners.**

On page 4 you can see that the qualification is aimed at young people who are functioning at the lower levels of the NZC. “This qualification is intended for people with an intellectual disability, who require specialised support with their learning in relation to skills for living.” These are young people who are working well below the expected NCEA Level 1 ( NZC level 6.)

The SPEC ethos and principles embrace the inclusion principle of the NZC and ensures all students are given the opportunity to achieve and be valued. The SPEC programme embraces diversity, respects and responds to the different learning styles and needs of students, resulting in positive learning opportunities which breeds success.

The programme provides a framework to develop the skills needed for life-long learning and becoming a contributing citizen by focusing on competency development. SPEC programmes are holistic, relevant, and can be individualised, and challenge students to develop a level of independency needed for life after school.

With a ‘hands on’ approach and working in authentic ‘real life’ situations, ensures that learning is meaningful, relevant and exciting. Students engage in enquiry based learning, and positive interaction with other people.

### Life Long Learning



Mauria te pono - Believe in Yourself

### South Pacific Educational Courses

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At this level students are encouraged to engage in all aspects of their learning, from the planning and decision making to the end result. They are encouraged to follow a passion or particular interest providing a crucial starting point where students build on their strengths.

There is a flexible time frame as learners at this level require an extended timeframe to achieve their goals. Therefore the recognition of 1 credit equals 20 notional hours of work.

There is a strong focus on facilitation of learning, rather than a teacher directed approach, and this is one of the points of difference and a key to the success of this programme.

It is important to note that this is a **New Zealand qualification**, not just a programme.

The progression chart (page 4) shows where the Skills for Living qualification sits in terms of curriculum levels.

Many schools are starting to offer the Skills for Living programme to students at year 9 as they identify that additional support is required for effective learning.

This qualification may take young people between 2 - 5 years to complete, depending on the student's ability and the amount of a time a school allocates on their timetable.

NCEA is an unrealistic outcome for students working at the lower levels of the NZC. The New Zealand certificate in Skills for Living provides a more relevant and meaningful pathway.

### **Specialist Schools in New Zealand**

Much work has been accomplished over the years to provide a relevant national qualification, and to include special schools on the NZQA list of approved schools.

NZQA acknowledge that special schools are eligible to offer the qualification to some of their students who are then able to leave school with a formal Record of Learning.

This is a breakthrough and another fantastic development!

**Email: [carolyn@spec.org.nz](mailto:carolyn@spec.org.nz) to book a free information session.**

### NCEA Level 1

Strategic Purpose statement/ Te rautaki o te tohu

NCEA Level 1 is an open-field qualification, which qualifies learners with basic knowledge and skills aligned to **Level 5-6 of the National Curriculum** and literacy and numeracy capabilities for life, employment and further study.

for Students working at levels 6 of the NZC

### The New Zealand Certificate in Foundation Skills Level 1

To gain this New Zealand Qualification through the SPEC programme you must complete the following:

- The Specific Preparation for Employment and Citizenship Level 1 Book.
- Your choice of TWO Interest Modules.
- GPO Tracking Record Booklet.

for Students working at levels 3-5 of the NZC



### The New Zealand Certificate in Skills For Living Level 1

To gain this New Zealand Qualification through the SPEC programme you must complete the following:

- 11 Headway Modules.
- GPO Tracking Record Booklet.

for Students working at levels 1-2 of the NZC and require support



# Progression Pathways



This qualification can be achieved through the NZQA approved SPEC programme, and the qualification is awarded by NZQA approved school, after work has successfully gone through the moderation process, and all requirements have been met.

The New Zealand certificate in Skills for Living for supported learners is recorded on a student's Record of Learning. The outcomes of the qualification are skills and attributes that are needed for life long learning, and a level of independence required for post school.

Although the progression pathways shown above identify that the New Zealand Certificate in Foundation Skills is one option, it is more likely that the realistic option is the New Zealand Certificate in Skills for Learning and Working.

There are other options for post school which may include a supported work placement, or some form of supported community work/placement, or voluntary work.

# Why Offer the Skills for Living Qualification Level 1?

## **Why would a student complete this qualification?**

“This qualification is an entry level qualification intended for people who require specialised support with their learning. They are people with learning disabilities, including those with an intellectual disability. Graduates will be able to self-manage participation in social, cultural, family/whanau and community contexts, with supervision and/or be encouraged to seek further skills and knowledge to improve their educational and employment pathway.

This qualification recognises the aspirations and cultural identities of the disabled communities, and that of Māori and Pasifika.

This qualification allows the Aotearoa New Zealand community, employers and educational institutions to recognise the graduate's potential to enhance their participation in the community, as a contributing citizen.”

## **Is this a credible qualification?**

**Yes** - This is a Level 1 qualification. This certificate qualification will be recorded on a student's Record of Learning.

## **How long does this qualification take to complete?**

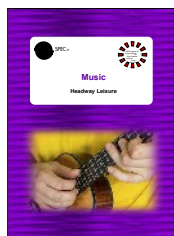
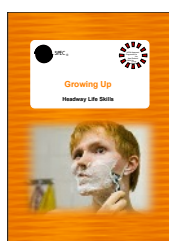
This depends on how much time schools allocate to the qualification per academic year. However the programme focuses on personal development and it is expected that most students will be able to complete the qualification within two to three years.

## **Can the credits gained in this qualification be used towards NCEA Level 1?**

No - These credits are accumulated by building up portfolios of evidence that demonstrate the qualification Outcomes (GPO's), and are at a level aligned to this specific qualification for supported learners.

# SPEC - South Pacific Educational Courses - The Programme

**Requirements for the [2853] the New Zealand Certificate in Skills for Living for supported learners**



Complete 11 Headway Modules of your choice.

You can find the full range on [www.spec.org.nz](http://www.spec.org.nz)

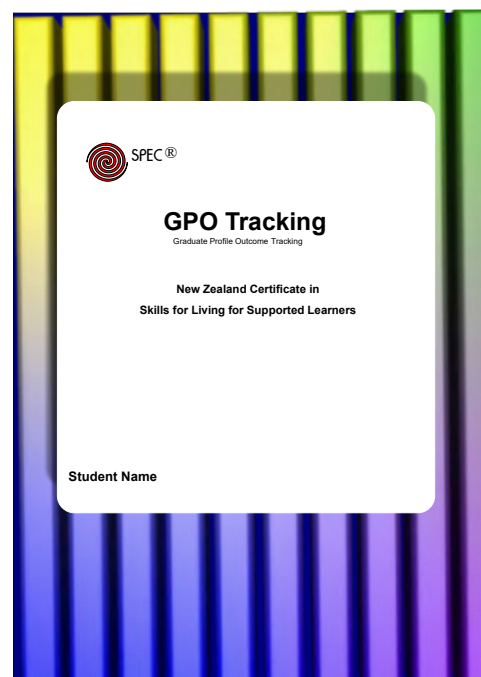


Headway Modules are arranged in six broad headings. See page 8 for full list of titles.

**Skills for Living Qualification Outcomes Students will be able to:-**

1. Demonstrate self management of day to day living in everyday or community situations
2. Maintain Personal safety, and health and well being, in day to day living and everyday or community situations
3. Participate and interact in everyday or community situations
4. Participate in planning a future pathway to achieve personal goals
5. Apply problem solving techniques to resolve day to day issues
6. Use functional literacy and numeracy skills required for day to day living

**GPO Record book**  
for the tracking of Graduate Profile outcomes





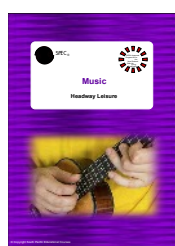
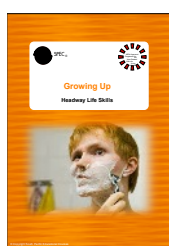
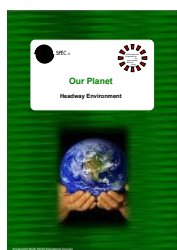
## The Opportunities this Qualification Provides

### **Students completing this qualification will be able to:**

- take more responsibility over their own learning.
- be able to contribute to small steps towards the overall task.
- say what they have learned.
- use their thinking skills to problem solve.
- work effectively with other familiar people.
- learn in 'real life' situations.
- work towards becoming independent.
- develop self motivation and a 'can do' attitude.
- develop more self confidence.
- develop life-long learning skills.
- be prepared to make a smooth transition from school to their next step.



# Current Headway Modules



Environment	Life Skills	Leisure	Vocational	Community	Transition
Animals	Describe Myself	Art	Cultural Study	Being a Good Citizen	Preparing to leave home
Creatures	Emotions	Crafts	Everyday Measurement	News Now	Farming
Gardening	Free Time	Creative Experience	ICT	Community Projects	Hospitality
Our Planet	Growing Up	Fun with Fashion	Managing Self	Languages	Meals for Me
Recycling	Health and Hygiene	History	Maori Culture	Polynesian Culture	Next Steps
Seasons	Household Jobs	Horse Riding	Meeting the Market		Office Work
Science Splash	I.C.E In case of Emergency	Indoor Leisure	Money		Own Money
Transport	Meal and Drink Preparation	KeepFit	My Trip		Preparing to Drive
Weather	Relationships	Music	Numbers and Shapes		Prepare for Work
	Safe Travelling	Outdoor Leisure	Performance		Retail Work
	Shopping	Soft Materials	Personal Reflection		
	Water Skills	Sports	Relating to Others		
	Way with Words		Techno Tools		
			Workshop Projects		

## Personalised Learning

Students are encouraged to choose modules based around relevant new learning and identified 'Individual Learning Plan' goals, Teacher guidance and parental/other support worker input is needed to ensure the learning is relevant and meaningful to each student.

To feel that you have a say in your education, focusing on essential areas of learning and personal preference, heightens a student's self esteem, motivation, and sense of self worth, so it is important to include the student in the decision making.

Learners are most successful when they are mindful of themselves as learners and thinkers.

# The Qualification Certificate

 <b>Te Taura Here Tohu Mātauranga o Aotearoa</b> New Zealand Qualifications & Credentials Framework	School Logo goes here (Insert school logo)
Under Subpart 2 of Part 5 of the Education and Training Act 2020,	
<b>New Zealand Certificate in Skills for Living for Supported Learners (Level 1)</b>	
[ Ref: 2853 ]	
This is to certify that on (insert date)	
<b>Student Name</b> (insert name)	
met the requirements of the SPEC programme leading to the qualification above	
and was awarded it by	
_____ <b>School (insert approved school)</b>	
Principal - Signed: Issued on Day/Month/Year	NSN: xxxxxxxxxxxxxxxxxxxx

The qualification is recorded on a student's Record of Learning.

**The most noticeable improvement that teachers share is the personal growth they see in a student.**

They also share how the content of the programme meets their learning needs, and instead of struggling to cope in the back of an NCEA class, now are meaningfully engaged in relevant learning.

## Moderation

SPEC organises zoom moderation meetings where small groups of teachers from all over the country meet twice a year to moderate each others work. This provides an opportunity to network with others, share good practice and ensure there is a consistency across the whole country. Teacher's feedback shows they value the meetings and comment that it provides some of the best professional development.

Zoom moderation has opened up the opportunities for students to showcase their own work either by compiling a PowerPoint/video, or by presenting a sample of their work in person.

Many students can verbally present themselves and their skills, often far better than they can produce the detail in a written format.

We have recorded evidence of young people with intellectual diversity presenting and showcasing their skills.

Their confidence and sense of achievement is very evident.

# The Cost

In order to offer the programme, schools will need to become a SPEC member. This requires an annual fee.

There are three levels:

A Discretionary Membership - for up to 5 students \$350 +GST

For schools that have a total roll of 300 and want to run the programme with more than 5 students \$520 + GST

For schools that have a total roll of more than 300 and want to run the programme with more than 5 students \$640 + GST

## The membership

- entitles a school to run any of the programmes.
- entitles teachers/other staff to any amount of complimentary PD throughout the year.
- entitles schools to two zoom moderation meetings.

Schools wishing to offer the qualification will need to gain approval from NZQA. This is a straightforward process.

In addition the cost of workbooks **per student** is \$170 +GST. The cost would be spread over the two - four academic years it would take a student to complete the programme. We would only expect schools to purchase three to four books per year. This is not an up front cost.

**You can view a sample of a workbook on the SPEC website [www.spec.org.nz](http://www.spec.org.nz)**

Click on the blue button on the Home page '2853 NZ Skills for Living for supported learners'.

Click on 'View a Headway module' - This provides a sample of a whole workbook.

All certificates, including the qualification certificate are gifted by SPEC.

NZQA has approved the certificate we issue to schools. The school logo will be printed on the qualification certificate and it is signed by the school's principal.

Nga Mihi  
Carolyn

Carolyn Baines

Director  
Programme Designer @ Quality Assurance Manager



**SPEC**

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