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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1302

5 November 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Child and Youth and Care

Registered by **NSB 09**, Health Sciences and Social Services, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, subfields, **NQF** levels, credits, and purpose of the qualification and unit standards. The full qualification and unit standards can be accessed via the **SAQA** web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the **SAQA** offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield.

Comment on the unit standards should reach **SAQA** at the address below and no later than **13 November 2004**. All correspondence should be marked **Standards Setting – SGB Child and Youth and Care** and addressed to

The Director: Standards Setting and Development

SAQA

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JOE SAMUELS**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply basic communication skills in interactions with children and youth at risk

SAQA US ID		UNIT STANDARD TITLE		
117179		Apply basic communication skills in interactions with children and youth at risk		
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Child and Youth Care Work		NSB 09		
FIELD		SUBFIELD		
Health Sciences and Social Services		Promotive Health and Developmental Services		
ABET BAND		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined		Regular	Level 3	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate understanding of role of verbal and non-verbal communication in interactions.

SPECIFIC OUTCOME 2

Adapt communication to specific interactive contexts.

SPECIFIC OUTCOME 3

Provide information and/or feedback to significant stakeholders in a child and youth care work context.

SPECIFIC OUTCOME 4

Initiate and effect closure of working relationships with children and youth at risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate a basic understanding of the fundamentals of child and youth care work

SAQA US ID	UNIT STANDARD TITLE		
117172	Demonstrate a basic understanding of the fundamentals of child and youth care work		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain key concepts in child and youth care.

SPECIFIC OUTCOME 2

Describe and explain the self development responsibilities of child and youth care workers.

SPECIFIC OUTCOME 3

Describe and explain the basic philosophical, ethical and legal framework for Child and Youth Care **Work**.

SPECIFIC OUTCOME 4

Describe and explain the concept of programming within a child and youth care **work** context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Demonstrate basic caring skills for children and youth at risk

SAQA US ID	UNIT STANDARD TITLE		
117181	Demonstrate basic caring skills for children and youth at risk		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate understanding of key aspects of developmental and therapeutic care.

SPECIFIC OUTCOME 2

Demonstrate understanding of developmental needs at a physical, social and emotional care level.

SPECIFIC OUTCOME 3

Apply basic health care knowledge to children and youth within their ecological context.

SPECIFIC OUTCOME 4

Display cultural competence throughout care.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Promote and uphold the rights of children and youth

SAQA US ID	UNIT STANDARD TITLE		
117177	Promote and uphold the rights of children and youth		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe "childhood" in terms of a basic knowledge of human development, needs and diversity.

SPECIFIC OUTCOME 2

Demonstrate understanding of child rights for own work context.

SPECIFIC OUTCOME 3

Identify the implications of child rights for own practice, and apply these under supervision.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Apply behaviour management and **support** techniques in routine child and youth care work contexts

SAQA US ID	UNIT STANDARD TITLE		
117487	Apply behaviour management and support techniques in routine child and youth care work contexts		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the concept 'behaviour' in a child and youth care work context.

SPECIFIC OUTCOME 2

Discuss discipline and punishment in relation to young persons at risk.

SPECIFIC OUTCOME 3

Identify and describe behaviour management strategies and techniques.

SPECIFIC OUTCOME 4

Respond to behaviour in routine child and youth care work contexts.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Apply personal development strategies and skills to enhance effective service delivery in child and youth development

SAQA US ID		UNIT STANDARD TITLE		
117188		Apply personal development strategies and skills to enhance effective service delivery in child and youth development		
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Child and Youth Care Work		NSB 09		
FIELD		SUBFIELD		
Health Sciences and Social Services		[Promotive Health and Developmental Services		
ABET BAND		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined		Regular-	Level 4	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Reflect critically on own practice.

SPECIFIC OUTCOME 2

Identify and access resources for self-development.

SPECIFIC OUTCOME 3

Use supervision as a means of self-development.

SPECIFIC OUTCOME 4

Develop and implement a self-development plan.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Demonstrate basic interpersonal skills with children and youth at risk, and their families

SAQA US ID	UNIT STANDARD TITLE		
117184	Demonstrate basic interpersonal skills with children and youth at risk, and their families		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Critically evaluate own performance in interactions with children and youth.

SPECIFIC OUTCOME 2

Demonstrate understanding of cultural diversity.

SPECIFIC OUTCOME 3

Use interpersonal skills to establish and maintain relationships.

SPECIFIC OUTCOME 4

Identify and facilitate problem resolution in interpersonal contexts in the life space of the child.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Demonstrate knowledge of lifespan development theories for application in child and youth care work

SAQA US ID	UNIT STANDARD TITLE		
117186	Demonstrate knowledge of lifespan development theories for application in child and youth care work		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the key features of mainstream lifespan theories.

SPECIFIC OUTCOME 2

Describe and explain the significance of lifespan development theories for child and youth care work.

SPECIFIC OUTCOME 3

Discuss the application of developmental theories within a Southern African context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Demonstrate knowledge of programming and activities in child and youth care work

SAQA US ID	UNIT STANDARD TITLE			
117182	Demonstrate knowledge of programming and activities in child and youth care work			
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Child and Youth Care Work		NSB 09		
FIELD		SUBFIELD		
Health Sciences and Social Services		Promotive Health and Developmental Services		
ABET BAND		(UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined		Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the purpose of programming in a child and youth care context.

SPECIFIC OUTCOME 2

Describe the key features of programmes in a child and youth care context.

SPECIFIC OUTCOME 3

Identify resources for child and youth care programmes.

SPECIFIC OUTCOME 4

Review and report on programmes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk

SAQA US ID	UNST STANDARD TITLE		
117183	Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular.	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain the underlying philosophy of a developmental approach to therapeutic work with young persons at risk.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the essential approach to learning in the developmental approach to therapeutic work with young persons at risk.

SPECIFIC OUTCOME 3

Apply the developmental approach to therapeutic work within a multi-disciplinary team context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Describe the use of relationships for developmental and therapeutic ends in child and youth care work

SAQA USID	UNIT STANDARD TITLE		
117189	Describe the use of relationships for developmental and therapeutic ends in child and youth care work		
SGB NAME	NSB ACRONYM	PROVIDER NAME	
SGB Child and Youth Care Work	NSB 09		
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular-	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the role of relationships in child and youth care work.

SPECIFIC OUTCOME 2

Describe strategies for building and maintaining therapeutic relationships.

SPECIFIC OUTCOME 3

Describe the use of interpersonal skills to establish and maintain relationships.

SPECIFIC OUTCOME 4

Describe the process of engagement and disengagement of working relationships with children and youth at risk.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Observe, record and report in child and youth care work context

SAQA US ID	UNIT STANDARD TITLE		
117173	Observe, record and report in child and youth care work context		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate understanding of observation, recording and reporting in child and youth care work contexts.

SPECIFIC OUTCOME 2

Observe behaviour within a selected observation framework.

SPECIFIC OUTCOME 3

Record observations.

SPECIFIC OUTCOME 4

Report observations and interpretations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Participate in a developmental assessment

SAQA US ID	UNIT STANDARD TITLE		
117185	Participate in a developmental assessment		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	a

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and explain approaches to assessment in child and youth care work.

SPECIFIC OUTCOME 2

Demonstrate understanding of the role of participants in an assessment process.

SPECIFIC OUTCOME 3

Contribute to the implementation of a developmental plan.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Work as part of a team, under supervision, with children and youth at risk

SAQA US ID	UNIT STANDARD TITLE		
117178	Work as part of a team, under supervision, with children and youth at risk		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Child and Youth Care Work		NSB 09	
FIELD		SUBFIELD	
Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Contribute to effective functioning of a child and youth care work team.

SPECIFIC OUTCOME 2

Demonstrate understanding of multi-disciplinary team work.

SPECIFIC OUTCOME 3

Contribute to effective delivery in a multi-disciplinary team.

SPECIFIC OUTCOME 4

Describe the ethical considerations for working in a team in a child and youth care context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Child and Youth Care Work

SAQA QUAL ID		QUALIFICATION TITLE	
49093		Further Education and Training Certificate: Child and Youth Care Work	
SGB NAME		SGB Child and Youth Care Work	
NSB ACRONYM		PROVIDER NAME	
NSB 09			
QUAL TYPE	FIELD		SUBFIELD
National Certificate	Health Sciences and Social Services		Promotive Health and
ABET BAND	MINIMUM CREDIT	Developmental Services	
		NQF LEVEL	QUALIFICATION CLASS
Undefined	161	Level 4	Regular-Unit Stds Based

PURPOSE OF THE QUALIFICATION

This qualification is an entry-level qualification for those who want to enter the field of Child & Youth Care Work as a potential career. It builds on practical experience and community based learning, and equips people for their role as an auxiliary worker. As such the qualification will also be valuable for those who may have been practising within the field, but without formal recognition. In particular, this qualification will be useful for:

- > Auxiliary workers
- > Students working towards a professional qualification in C&YCW
- > Persons who work in related fields where knowledge and skill of C&YCW is an advantage

Recipients of this qualification will be able to:

- > Carry out clearly defined tasks and activities which contribute to holistic care and development of the young person
- > Develop themselves purposefully professionally, and as a resource for C&YCW
- > Demonstrate knowledge of and work in ways that are consistent with the ethics of the field and workplace
- > Demonstrate understanding of on-line and consultative supervision and its role in the provision of care and personal development
- > Describe and uphold the rights of young people, and promote these in their practice
- > Solve common problems within familiar contexts
- > Adjust an application of a common solution within relevant parameters to meet the needs of small changes in the problem or operating context;
- > Motivate the change using relevant evidence

Auxiliary workers will carry out their role at all times:

- > Under the supervision of an available, qualified supervisor
- > As a member of a team
- > They will not take full responsibility for the young person's development.

Rationale:

Traditional learning streams are proving inadequate to equip people for child at risk contexts, and that there is an increasing call for the skills particular to child care work across diverse sectors including prisons, hospitals, schools and communities. South Africa's unique combination of threats and

This qualification aims to address some of the needs of the large numbers of enthusiastic but generally poorly trained people for high quality learning and assessment opportunities if they are to meet the requirements of the Social Welfare and Child Care sectors. The possibilities for incremental learning, which builds on generic social work and/or child care training, must be created if the sector is to make the equitable distribution of skills a reality. In addition, there are people who have been working in the sector for some time, and who have gained the additional skills and expertise required through systematic on-the-job training or practical experience. This qualification offers possibilities for appointment in line with their recognised skills.

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It is also assumed that practitioners are already competent in Communications at NQF level 3 when starting to learn towards this qualification, and hold a GETC or equivalent.

The Child and Youth Care Work sector in South Africa is characterised by large numbers of enthusiastic but generally poorly trained people who need access to high quality learning and assessment opportunities if they are to meet the requirements of the sector. There are also people who have been working in the sector for some time, and who have gained skills and expertise required through systematic on-the-job training or practical experience. The possibilities for incremental learning, which builds on generic social work and/or child care training, must be created if the sector is to make the equitable distribution of skills a reality. In this sense, the aim of this qualification is consistent with SAQA's own transformation goals, and with principles of access and articulation.

Evidence can be presented in various **ways**, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

FUNDAMENTAL

- > Candidates are required to achieve 20 credits for Communications from the available 25 credits.
- > in terms of the requirements for an FETC, candidates are required to achieve 20 credits obtained in a second official language at a minimum of level 3.

Note: Mathematical Literacy is defined as the ability to apply basic mathematics within a variety of real life contexts. The applications may vary in complexity from NQF 1 - 4, even though the level of mathematics

may be at level 1.

Because the complexity of applications within education, training and development range from NQF 1 to NQF 4, achievement of the mathematics standards, within the context of the education, training and development, is considered to be equivalent to NQF 4.

CORE:

Candidates must achieve all **94** CORE credits listed in Exit Level Outcomes

ELECTIVE:

Candidates must achieve at least 11 credits of their choice from any of the available ELECTIVE credits in Exit Level Outcomes.

EXIT LEVEL OUTCOMES

1. Communicate in a variety of ways
2. Use mathematics in real life and education, training and development situations
3. Develop professional and personal competence in child and youth care
4. Provide care in an 'at risk' context
5. Communicate with young persons at risk for developmental + therapeutic ends
6. Participate in developmental assessments
7. Work under supervision as a member of a child and youth care work team
8. Promote safe and healthy practices in the workplace
9. Promote community-based child and youth care work

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the associated unit standards:

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
- b) Working effectively with others as a member of a team, group, organisation or community.
- c) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising and critically evaluating information.
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- 1) Reflecting on and exploring a variety of strategies to learn more effectively.
- 2) Participating as responsible citizens in the life of local, national and global communities.
- 3) Being culturally and aesthetically sensitive across a range of social contexts.
- 4) Exploring education and career opportunities; and developing entrepreneurial opportunities.

ASSOCIATED ASSESSMENT CRITERIA

For award of the whole qualification, candidates must achieve the required number of credits as specified in the rules of combination in point 12 as well as the criteria specified for integrated assessment in point 15 below.

Should candidates exit the qualification without completing the whole qualification, recognition may be given for each

Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:

- > All the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- > The criteria specified for integrated assessment.

1. Communication within and about the ETD process is clear, understandable and effective.
2. The mathematics is applied within a variety of ETD contexts
 - 3.1 Key concepts in child and youth care work are outlined in relation to work in the field and own development as a practitioner.
 - 3.2 Development strategies for own professional and personal development are described with reference to their significance for individual competence and the development of the profession as a whole.
4. First line support provided in 'at risk' situations is consistent with the rights of the young person and meets immediate physical needs.
- 5.1 Communication is respectful of cultural diversity and promotes interaction with relationship-reluctant young persons.
- 5.2 Communication with stakeholders is assertive and promotes the well-being of the young person.
6. Observation and assessment objective, and are consistent with a chosen framework.
 - 7.1 **Own** role is described in relation to others in the team, and to the developmental approach.
 - 7.2 Behaviour management and support of young persons at risk is consistent with the rights of the child, and best practice in the field.
 - 7.3 Activities and programming are used in support of individual development programmes and the development of behaviour.
8. Knowledge is used pro-actively and in an integrated manner to promote safe and healthy behaviour.
9. Financial and management skills are applied to identify, set up and monitor community based projects which provide for effective child and youth care work.

Integrated assessment:

Assessment should take place within the context of:

- > Given Quality Assurance policies, procedures and processes
- > A guided and supported learning environment

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of an active learning environment.

Assessors should note that the evidence of integration could well be presented by candidates when being assessed against the unit standards - thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

Assessment principles:

Assessment should be in accordance with the following general and specific principles:

- > The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- > Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.

All assessments should be conducted in accordance with the following universally accepted principles of assessment:

- > Use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
- > Judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
- > Ensure assessment processes are systematic, open and consistent.

INTERNATIONAL COMPARABILITY

There are no relevant qualifications in Africa or the SADEC region at present. This qualification is seen as critical for the SADEC region and Africa at large, where there has been a great deal of interest shown. South Africa has provided training for trainers in Zambia, who are in the process of setting up Child and Youth Care Work structures in that country. Interest has also been expressed from Ghana, Burkina Faso, Benin, Namibia, Zimbabwe, Uganda, Mozambique, Kenya and Tanzania. Representatives of these countries have already accepted invitations to attend All-Africa conferences on Child and Youth Care Work.

Child and Youth Care Work in South Africa has representation on the Federation of International Educative Communities (FICE) - the UNESCO body dealing with children in residential facilities. International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were examined:

Canada:

The University of Victoria (BC) has assisted in the set-up of a degree programme in South Africa. This programme has influenced the construction of qualifications for sub-Saharan Africa.

New Zealand:

NATIONAL CERTIFICATE in Family and Foster Care (Level 4) with an optional strand in Caregiving for Young People

The qualification is designed for people who are custodial caregivers for children and young people who are in need of care.

Caregivers are able to establish caregiving relationships with children and their family, manage human development and health issues of children in care, manage children and young people's behaviour, and respond to the effects of abuse, neglect and violence. They can support children and young people to leave family and foster care. An optional strand offers caregivers the opportunity to extend their competencies to provide care for young people.

Caregivers with this qualification are able to establish a safe caregiving environment, demonstrate caregiver safety, and work within boundaries set by legislation and the protocols and policies of an approved caregiving agency.

Australia:

Children's Services

CHC30402 Certificate III in Children's Services

This qualification covers workers who use organisational policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes.

CHC41802 Certificate IV in Community Services (Protective Care)

This qualification covers workers who work in residential and non-residential facilities under direct supervision within clearly defined organisational guidelines and service plans. These workers carry out activities related to the maintenance of a child or young person at risk, personal care and/or other activities of living.

CHC30602 Certificate III in Youth Work

This qualification covers workers who provide support to young people through a range of community-based programs designed to address the social, behavioural, health, welfare, developmental and protection needs of young people. The qualification also covers youth workers who are employed in juvenile detention facilities. This work may be undertaken through employment in community, government and welfare agencies, and will be directed by the policies and guidelines of the employing agency and will be conducted under supervision of senior staff who may or may not be youth workers.

Findings concerning comparability

The qualifications compare well, providing a mix of mandatory and optional units that enable candidates to tailor the qualifications to their particular role.

These qualifications and unit standards are generally quite comparable to the South African qualifications in terms of levels and range of competencies covered.

ARTICULATION OPTIONS

The following table shows the location of this qualification in terms of other qualifications within the field:

- > Honours Social Work, Honours Youth Work, Honours C&YCW L7, Honours Probation Work, Honours Comm. Dev.
- > N. Degree Social Work, N. Degree Youth Work, N. Degree C&YCW L6, N. Degree Probation Work, N. Degree Comm. Dev.
- > Diploma Social Work L5, Diploma Youth Work L5, Diploma C&YCW L5, Diploma Prob. Work L5, Diploma Comm. Dev.
- > NC Social Work L4, NC Youth Work L4, NC C&YCW L4, NC Probation Work L4, NC Comm. Dev. L4
- > GETC

Learners can move horizontally by achieving the credits specified in each qualification, mainly related to specialisation areas particular to each subfield. Learners can move vertically by using this qualification as the basis for any of the qualifications indicated above level 4.

MODERATION OPTIONS

- > Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA.
- > Moderation of assessment will be overseen by the relevant ETQA according to moderation principles and the agreed ETQA procedures.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA.

NOTES

Comment on this qualification should reach SAQA no later than 14 November 2004.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
core	117172 Demonstrate a basic understanding of the fundamentals of child and youth care work	Level 3	10	Public Comment
Core	117177 Promote and uphold the rights of children and youth	Level 3	4	Public Comment
core	117179 Apply basic communication skills in interactions with children and youth at risk	Level 3	5	Public Comment
core	117181 Demonstrate basic caring skills for children and youth at risk	Level 3	6	Public Comment
core	117173 Observe, record and report in child and youth care work context	Level 4	5	Public Comment
core	117178 Work as part of a team, under supervision, with children and youth at risk	Level 4	5	Public Comment
Core	117182 Demonstrate knowledge of programming and activities in child and youth care work	Level 4	6	Public Comment
core	117183 Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk	Level 4	5	Public Comment
core	117184 Demonstrate basic interpersonal skills with children and youth at risk, and their families	Level 4	12	Public Comment
core	117185 Participate in a developmental assessment	Level 4	8	Public Comment
core	117186 Demonstrate knowledge of lifespan development theories for application in child and youth care work	Level 4	5	Public Comment
core	117187 Apply behaviour management and support techniques in routine child and youth care work contexts	Level 4	10	Public Comment
core	117188 Apply personal development strategies and skills to enhance effective service delivery in child and youth development	Level 4	5	Public Comment
core	117189 Describe the use of relationships for developmental and therapeutic ends in child and youth care work	Level 4	8	Public Comment
Elective	12483 Perform basic first aid	Level 2	4	Reregistered
Elective	14534 Apply knowledge of community issues in relation to development projects	Level 3	4	Registered
Elective	114941 Apply knowledge of HIV/AIDS to a specific business sector and a workplace.	Level 3	4	Registered
Elective	114951 Describe how to manage substance abuse and addiction in the workplace	Level 3	2	Registered
Elective	10026 Identify expertise and resources	Level 4	3	Registered
Elective	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Registered
Elective	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Elective	14020 Monitor budgets related to community projects	Level 5	8	Registered
Elective	14800 Establish a community resource project	Level 5	20	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	7457 Work with a wide range of patterns and transformations of functions and solve related problems	Level 4	3	Registered
Fundamental	7465 Collect and use data to establish complex statistical and probability models and solve related problems	Level 4	5	Registered
Fundamental	7485 Demonstrate understanding of real and complex number systems	Level 4	3	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	5	Registered
Fundamental	12154 Apply comprehension skills to engage oral texts in a business environment	Level 4	5	Registered
Fundamental	12155 Apply comprehension skills to engage written texts in a business environment	Level 4	5	Registered