No. 417   **11 May** *2007*

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 Care Work

registered by Organising Field 09 – Health Sciences and Social Services, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, sub-fields, 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.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield. Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address below and *no* later than *11 June 2007.* All correspondence should be marked Standards Setting – Child and Youth Care Work addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr. D. Mphuthing*
> Postnet Suite 248
> Private Bag X06
> Waterkloof
> 0145
> or faxed to 012–431-5144
> e-mail: dmphuthing@saqa.org.za

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DR. S. BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

QUALIFICATION:
Bachelor: Child and Youth Care Work

SAQA QUAL ID	QUALIFICATION TITLE		
58583	Bachelor: Child and Youth Care Work		
SGB		**PROVIDER**	
SGB Child and Youth Care Work			
ETQA			
QUALIFICATION TYPE	**FIELD**	**SUBFIELD**	
National First Degree	9 - Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	**MINIMUM CREDITS**	**NQF LEVEL**	**QUAL CLASS**
Undefined	480	Level 7	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

A five-year strategic plan of action for the reconstruction and rationalisation of the social welfare delivery system was adopted in 1997 in terms of the White paper for Social Welfare. According to this policy statement a holistic, developmental approach was adopted whereby services to individuals, families, groups and communities have to be rendered on a multi-professional level. Specially trained personnel such as child and youth care workers are needed for this purpose. In addition, the strategic plan also emphasised the importance of upgrading the qualifications of existing registered child and youth care workers and other social work practitioners.

The qualification is occupationally directed, and aims to prepare practitioners for their role as child and youth care professionals. The training is of such a nature and standard that the learner will comply with the requirements for registration as a child and youth care worker with the SA Council for Social Service Professions and the Professional Board for Child and Youth Care Work. In addition graduates will have a wide range of demonstrable skills that will equip them to enter other related occupations and will be able to utilise a sound theoretical base for the purpose of developing marketable skills in many related areas.

More specifically, the qualification aims to:

• Produce high quality graduates who are able to be competent child and youth care work practitioners in a range of social service settings.
• Provide graduates with a range of skills, knowledge and attitudes that will enable them to make a meaningful and sustained contribution to social services or any field in which they apply their skills including commerce, industry, politics and academia.
• Equip graduates with a developed sense of equity, justice and service ethics that will ensure that the graduates work in an accountable manner irrespective of their chosen work place.
• Offer a wide range of transferable skills for application in other professions, disciplines and general life. These include:
o A methodical, solution based approach to problem solving.
o An empowerment strengths based approach to personal and social development.
o Competence in written and oral communication.
o Capacity to assess and implement social and other policy and make contributions to policy development.
o Ability to plan and implement and manage projects of a varied nature.
o Ability to work independently and as part of a team.

As such, the qualification will also be valuable for social service professionals who may have been pracrising within the field, but without formal recognition for child and youth care work.

In particular, this qualification will be useful for:

● Professional child and youth care workers.
● Persons who work in related fields where a professional qualification in child and youth care work is an advantage.

This qualification articulates:

● All competency requirements and outcomes (academic, specialist theory and practical/workplace experience) that are necessary to achieve statutory registration.
● The requirements and provisions of the relevant statutory body.
● The ongoing requirements (including the Code of Ethics and the requirement for Continuing Professional Development) for retention of registration, and the right to practice and/or licence to practice.

Recipients of this qualification will be able to:

● Understand children, human development and the origins of child and youth care work.
● Organise, manage and implement developmental and therapeutic work with families and groups.
● Identify analyse and assess the social problems and needs experienced by the individuals, families, groups and communities for which he/she is responsible in a child and youth care work context.
● Contribute to policy development and evaluation at global and programme level.
● Function professionally in child and youth care practice, which includes:
○ Interpreting and responding to human behaviour in a child and youth care work context.
○ Conceptualising and planning interventions.
o Implementing and managing these interventions on a continuous basis.
o Evaluating the results of the interventions and the social work processes that were followed.
○ Eventually terminating the intervention and process.
o Providing support for young persons and their families in a child and youth care work context.
● Provide leadership, supervision and management direction in a child and youth care work context.

Practitioners carry out their duties:

● **As** a member, or leader, of a team.
● In accordance with the Professional Code of Ethics for Child and Youth Care Workers
● In accordance with the provisions of the legislation on child and youth care work.

Rationale:

Traditional learning streams are proving inadequate to equip people for child at risk contexts, and there is an increasing call for the skills particular to child and youth care work across diverse sectors including prisons, hospitals, schools and communities. South Africa's unique combination of threats and circumstances presents a special challenge in the area of children and youth *at* risk. Those who work with children and youth at risk must be empowered to promote and facilitate the optimum development of children and adolescents with both normal and special developmental needs, **so** as to ensure that they are able to be effective within all contexts. Current experience suggests that the degree of sophistication and expertise demanded requires high-level specialist input and is time-related in the field-mentored experience.

It is important that persons responsible ior developing and managing the field of child and youth care work be empowered i o conduct further research into the field, and contribute in significant ways to emerging work in a Southern African contexi. Most models guiding work in the field at present are Euro-centric, and there is a very real need to formalise emerging African approaches and tneories. This qualification will equip professionals in chiid and youth care work to make this contribution, particularly as many countries in the SADEC region and tnroughout Africa look to South Africa for leadership, guidance and training.

This qualification aims to address the needs of candidates for high quality learning and assessment opportunities towards a professional qualification in child and youth care work. Typical candidates will have already gained a Grade 12 school qualification, or have qualified a5 auxiliary child and youth care workers, or will be persons with extensive experience working in the field of social services. The qualification should also be useful to other social service professionals who wished to focus on child and youth care work.

It is important that possibilities are created for incremental learning, which builds on generic social work and/or auxiliary child and youth care work training. There is e strong need in the sector to provide for in-service professional development, so important if the sector is to make the equitable distribution of skills a reality. People who have been working in tne secior for some time, and who have gained the additional skills and expertise required through systematic on-the-job training or practical experience, will benefit from this unit standards based qualification. which offers possibilities for recognition in line with their existing skills.

RECOGNIZE PREVIOUS LEARNING?
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LEARNING ASSUMED TG BE IN PLACE
- Grade 12 equivalent qualification.
- An ability to communicate coherently in the medium of instruction [oral ana writienj.
- Prior learning and abilities of persons who do not have the required certificate will be assessed by means of an interview and written work and possibly a portfolio. which demonstrates appropriate prior experience.
- Competence equivalent to that described in the FETC for Child and Youth Care Work. specificaliy, competence in the following unit standards:
- ID 117185: Participate in a developmental assessment,
- ID 117184: Demonstrate basic interpersonal skills with children and youth at risk and their families.
- ID 117172: Demonstrate understanding of the fundamentals of child and youth care work.

Recognition of Prior Learning.:

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. Tnere are also people who have beer: working in the sector for some time, who have pained skilis and expertise required through systematic on-the-job training or practical experience. The possibiiities 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.

This qualification car: make an invaluable Contributionio personal, organisational ana sectoral skills development by providing for the recognition of the skills gained in this manner, through E systematic RPL process. The qualificatiori caii be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, 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 and in agreement with the provider and the relevant ETQA or an ETQA that has an memorandum of understanding in place with the relevant ETQA.

QUALIFICATION RULES
- Candidates must achieve all **42** Fundamental component credits.
- Candidates must achieve all 420 Sore component credits.
- Candidates must achieve at least 18 Elective component credits of their choice from any of the available credits or may be made up of any rslevani area of learning that will enhance the qualification and enrich the field of child and youth care work.

The learner's choice of elective component credits must made in agreement with the provider and the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETGA. The elecrive learning credits should be at NQF Level 7 cr above.

EXIT LEVEL OUTCOMES
1. Understand children. human development and the origins of child and youth care work

2. Organise, manage and implement developmental ana therapeutic work with families and groups.

3. Identify, anaiyse and assess the social problems and needs experienced by the individuals, families, groups and communities for wnich he/she is responsible in a child and youth care work context

4. Contribute to policy development and evaluation ai global and programme level

5. Function professionally in generic social work practice

6. Provide leadership and management direction in a child and youth care work context

Critical Cross-field Outcomes:

This qualification addresses the following critical cross-field outcomes, as detaiied in the associated assessment criteria:

- Identifying and solving problems in whicn responses indicate that responsible decisions using critical and creative thinking have been made: Found in ELO 2, 3, 5.
- Working effectively with others as a member of a team, group, organisation or community: Found in ELO 4, 5.
- Organising and managing oneself and one's activities responsibly and effectively: Found in ELO 1,2, 5, 6.
- Collecting, analysing, organising and critically evaluating information: Found in ELO 1, 2, 3.
- Communicating effectively using visual, mathematical andlor language skills in the modes of oral/written persuasion: Found in ELO 2, **3,** 4, 5.
- Using science and technology effectively and critically, showing responsibility towards the environment and health of others: Found in ELO 1, 3, **4.**
- Demonstrating and understanding of the world as a set of related systems by recognising that problem-soivirrg contexts do not exist in isolation: Found in ELO **4,** 5.
- Contributing to the full personal development of the individual and the social ana economic developmenr of society at large: Found in ELO 2, 4, 5 ,6.

ASSOCIATED ASSESSMENT CRITERIA

1.
1.1 Knowledge **is** integrated in ways that reveal a clear understanding of the context for child and youth care work, and the particular role of social conditions in contributing to risk for children and youth.
1.2 Knowledge of human development assists in explaining development and factors, which interrupt or distort normal development in children and youth at risk.

2.
2.1 Knowledge **of** families and groups as systems contributes to understanding and effective work with both, and assists in the selection of appropriate responses, strategies and approaches.
2.2 Family preservation as an approach pervades all work with young persons at risk and their families.
2.3 A comprehensive range of child and youth care work skills and knowledge is effectively integrated to produce responses likely to preserve and promote functional families.

3.
3.1 Knowledge of assessment frameworks promotes reasoned discussion of relative usefulness of different approaches and the selection of those most consistent with developmental and therapeutic responses.
3.2 Assessments are consistent with child rights and promote the best interests of the child within a strengths-based approach.

4.
4.1 Knowledge **of** the philosophies. policies and principles underpinning the legal framework for child and youth care work promotes constructive engagement at the level of policy, and input which **is** consistent with child rights and the developmental approach.
4.2 Procedures developed at global and programme level are coherent, and support one another in the achievement of overall goals and objectives within a child rights framework.

5.
5.1 Interpretation of human behaviour **is** consistent with mainstream psychological and sociological theories, and incorporates elements of traditional understanding developed during practice.
5.2 Responses to, and management of, troubled and troublesome behaviour is therapeutic and consistent with strengths based and developmental approaches.
5.3 Support **is** in the lifespace, and in the moment, as required.
5.4 Counselling and/or plans developed. and support offered, promotes the best interests of the child, within the child rights framework, and actively advocates on behalf of children at risk and their families.
5.5 Activity and programme design is consistent with design principles and promote the broad aims and objectives of care and development plans.
5.6 Advanced developmental and therapeutic approaches, strategies and programmes implemented with children and families facilitate holistic development.
5.7 Evaluation incorporates all programme aspects, and leads to continuous improvement.

6.
6.1 Workspace and consultative supervision and support provided for child and youth care workers supports them in practice and contributes to their ongoing professional development.
6.2 Own personal development Strategies and skills contributes to own professional development, and consistent performance in practice.
6.3 Management of multi-disciplinary processes contributes to integration of diverse inputs in the best interests of the child.

Integrated Assessment:

Assessment should take place within the context of:

e Given Quality Assurance policies, procedures and processes
• A guided and supported learning environment.

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 couid 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 srandard while at the same time gain evidence of integration.

Integrated assessment may take the form of inter alia:

• Workbooks.
• Case studies.
• Role plays.
• Tutorials.
• Assignment.
• Peer assessment

INTERNATIONAL COMPARABILIN

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, Mocambique, Kenya, Tanzania, Swaziland and Malawi. Representatives of these countries have already accepted invitations to attend All-Africa conferences on Child and Youth Care Work. Some students from other countries have registered in South African institutions for degree purposes in the child and youth care work field.

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 qualification model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

There is interest internationally in the South African context because of some its unique features such as HIV/AIDS, and the innovative models developed in response to challenges.

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.

• 200-level courses.
○ Introduction to Professional Child and Youth Care Practice.
○ Fundamentals of Change in Child and Youth Care Practice.
○ Special Topics in Child and Youth Care.
○ Directed Studies in Child and Youth Care.
• 300-level courses.

- o Processes of Change.
- o Supervised Practicum.
- o Child and Youth Care Practicum by Prior Learning Assessment (PLA).
- o Applying Developmental Theory in Child and Youth Care Practice.
- o Etnical Decision-Making in the Human Services.
- o Child and Youth Care and Legal Contexts.
- o Child and Youth Care Practice and Legal Contexts.
- o Special Topics in Child and Youth Care.
- o Supervision in the Human Services.
- o Theory and Practice of the UN Convention on the Rights of the Child.
- o Lifespan Development (Conception to Late Childhood).
- o Lifespan Development (Adolescence to Late Adulthood).
- o Building Caring Partnerships.
- o Working with Families and their Communities.
- o Promoting Positive Outcomes in Children's Environments.
- o Directed Studies in Child and Youth Care.
- ● 400-level courses.
- o Advanced Supervised Practicum.
- o Advanced Supervised Block Practicum.
- o Research Methods in Child and Youth Care.
- o Applied Qualitative and Quantitative Research Methods for Human Services Professionals
- o Special Topics in Child and Youth Care.
- o Child Life.
- o Applied Theories of Child and Youth Care Practice with Groups.
- o Theory of Child and Youth Care Practice with Families.
- o Child and Youth Care Practice with Individuals.
- o Child and Youth Care Practice with Groups.
- o Child and Youth Care Practice with Families.
- o Directed Studies in Child and Youth Care.
- ● Graduate Courses.
- ● 500-level courses.
- o Historical and Contemporary Theoretical Perspectives in Child and Youth Care.
- o Qualitative Research Methods in Child and Youth Care.
- o Quantitative Research Methods in Child and Youth Care.
- o Human Change Processes: From Theory to Practice.
- o Professional Leadership in Child and Youth Care.
- o Models and Strategies For Child and Youth Care Intervention.
- o Ensuring Quality in Child and Youth Care Programs.
- o Ethics in Practice.
- o Practicum in Child and Youth Care.
- o Diversity in Practice.
- o Graduate Writing Seminar.
- o Special Topics in Child and Youth Care Theory.
- o Special Topics in Child and Youth Care Intervention.
- o Specialized Practicum in Child and Youth Care.
- o Special Topics in Child and Youth Care Research.
- o Child and Adolescent Development in Context.
- o Implementing the UN Convention on the Rights of the Child.
- o Program Design and Development in Child and Youth Care.
- o Program Evaluation and Policy in Child and Youth Care.
- o Human and Organizational Change.
- o Youth Substance Use: Perspectives on Theory, Research and Practice.
- o Child and Youth Care in the Context of International Development.
- o Children's Survival, Health, and Development in Ecocultural Context
- o Directed Studies in Child and Youth Care.
- o Applied Research Project.

o Thesis.

● 600-level courses.

o Generating Knowledge in Child and Youth Care.

o Qualitative Research in Child and Youth Care.

o Quantitative Research in Child and Youth Care.

o Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy.

o Doctoral Seminar in Child and Youth Care.

o Internship in Child and Youth Care Research.

o PhD Dissertation.

New Zealand:

National Diploma in Family and Foster Care (Level 6):

The National Diploma in Family and Foster Care (Level 6) is primarily designed for people who are experienced custodial caregivers for children and young people. It builds on the National Certificate in Family and Foster Care (Level 4) with an optional strand in Caregiving for Young People. The National Diploma is for caregivers who wish to progress beyond the National Certificate and develop higher levels of competency.

It is anticipated that most people who wish to complete this qualification will have completed the National Certificate in Family and Foster Care. There are some unit standards in common between the two qualifications.

Caregivers provide kin care andlor foster care for children and young people who are placed with them by their own family, or approved caregiving agencies. In some situations, caregivers may be providing respite care for children and young people placed with them by health service providers.

Caregivers with this qualification are able to: **use** interpersonal skills; develop caregiving relationships with families; engage in family meetings; manage safety issues; prepare a research proposal; research and apply knowledge of human development and health issues of children or young people in care: and respond to issues of abuse, neglect and violence. They can facilitate strategies to effect change in social policies, structures, or service delivery. They are able to participate in professional social services supervision, and integrate knowledge, skills, and values learning in family and foster care.

Australia:

CHC60202 Advanced Diploma of Children's Services:

This qualification covers those workers who may operate at an advanced skills level to:

● Provide specialist services.

● Act as a resource for other workers.

● Provide practice supervision of staff including volunteers.

● Work intensively with clients.

● Work with clients with complex needs.

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. These workers report directly to a supervisor and are not responsible for other workers. Higher levels of report preparation and case notes possibly distinguishes their role from other "residential support workers", especially in relation to

supervised access visits. It will include *out of* home care. Foster carers may access units from this qualification.

Workers at this level are required to have an understanding of Indigenous culture and history and to work with local communities in the provision of services.

CHC51202 Diploma of Community Services (Protective Intervention):

This qualification covers workers who work in both residential facilities and non-residentiai settings (including the homes of children and young people). They work under limited supervision or within a team and are responsible for planning and prioritising their own work program to achieve targets. They may supervise other workers. Depending on the focus of their role these workers carry out activities related to the improvement of the personal living and emotional circumstances a child or young person at risk. They may exercise legal authorities and delegated decision making on relevant statutory matters.
This qualification does not prepare workers to undertake statutory child protection roies.
Workers in statutory roles should access CHC51302 Diploma of Statutory Child Protection.

Workers at this level are required to have an understanding of Indigenous culture and history and to work with local communities in the provision of services.

CHC51302 Diploma of Statutory Child Protection:

This qualification applies to workers who conduct assessment and investigations of chiid protection matters in their statutory role to implement child protection policy and legislation.

These workers are employed by government, or work under delegated authority from government. Workers at this level are required to have an understanding of Indigenous culture and history and to work with local communities in the provision of services.

Other:

There are childcare and youth programmes in Denmark and Scandinavian countries as well.

Findings concerning comparability:

The qualifications seiected were chosen as examples *of* best practice available internationally (Canada), and then as examples of work under conditions similar to those in South Africa (New Zealand and Australia) particularly with respect to indigenous communities. There were no examples of similar work in Africa, which looks to South Africa for guidance and ieadership in this respect.

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.

The Canadian example includes a highly reputable and internationally recognised university-based school of child and youth care work offering learning programs from undergraduate to doctoral level. This school has partnered with South Africa during the oost-apartheid years in developing and promoting child and youth care education and training in the country.

Information available from other third world countries such as India and Brazii **is** iimited to programs such as those for children with experience of iiving on the street. Information from European countries is limited to that published in European languages.

ARTICULATION OPTIONS
Horizontal articulation is possible with the following qualifications:

- B Social Work: Honours, NQF Level 7 (ID 50369)
- B Probation Work, NQF Level 7 (under development)

Vertical articulation is possible with the following qualifications:

- Master: Child and Youth Care Work, NQF Level 8 (under development)
- Master: Social Work, NQF Level 8 (ID: 23995)

This indicates the horizontal and vertical movement possibilities for learners entering this filed of study at or above NQF Level 4.

MODERATION OPTIONS
- Assessors must be accredited in terms of the relevant ETQA or an ETQA that has an memorandum of understanding in place with the relevant ETQA.

- Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA or an ETQA that has a memorandum of understanding in place with the relevant ETQA.

- Moderation of assessment will be overseen by the relevant ETQA or an ETQA that has a memorandum of understanding in place with the relevant ETQA.

NOTES
N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	244227	Explore concepts of group living and their application in child and youth care work	Level 6	15
Core	244230	Organise, manage and implement a family preservation service to families and/or communities	Level 6	18
Core	244233	Organise, manage and implement therapeutic and developmental group care	Level 7	16
Core	244223	Organise, manage and implement family-focused programmes	Level 6	12
Core	244215	Demonstrate understanding of frameworks, techniques and processes for the assessment of children and youth at risk	Level 6	15
Core	244231	Explore concepts and discuss philosophies, policies and principles underpinning the legal framework for child and youth care work	Level 6	14
Core	244216	Develop policy and procedures for child and youth care work practice at programme level	Level 6	10
Core	244224	Research, develop and implement therapeutic responses to troubled behaviour in a child and youth care context	Level 7	18
Core	244239	Provide workspace and consultative supervision and support for child and youth care workers	Level 7	18
Core	244238	Manage and lead a multi-disciplinary team (in a clinical context)	Level 7	15
Core	244232	Evaluate individual, group, and global programmes and supporting policy for children and youth at risk	Level 7	15
Core	244222	Organise, manage and implement advanced developmental and therapeutic approaches, strategies and programmes with children and families to facilitate holistic development	Level 7	20
Core	244217	Design and develop programmes in a child and youth care work context	Level 7	15
Core	244240	Design, implement and evaluate activities for children and youth at risk	Level 6	10

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	244220	Develop and evaluate care plans and individual development plans	Level 6	12
Core	244225	Advocate for the rights of children and youth at risk	Level 7	10
Core	244214	Organise. manage and implement restorative practices in the child and youth care context	Level 7	15
Core	244218	Provide lifespace counselling for children and youth at risk	Level 7	18
Core	115082	Formulate research plans	Level 7	20
Core	115083	Explore research problems	Level 7	30
Core	117434	Conduct research	Level 7	15
Core	244235	Access, analyse and apply personal development strategies and skills	Level 7	15
Core	244226	Manage diversity in a South African child and youth care work context	Level 7	12
Core	244237	Organise, manage and implement advanced behaviour management strategies and techniques	Level 7	15
Core	244228	Interpret human behaviour using mainstream psychological and sociological theories, and traditional understanding.	Level 7	25
Core	244219	Contribute to policy development in the field of child and youth care	Level 7	10
Core	244236	Conduct and report developmental assessments	Level 7	12
Elective	244229	Provide counselling and intervention for people affected by abuse, neglect, or violence	Level 7	15
Elective	244212	Discuss creativity and the creative act, and its application within child and youth care work	Level 6	8
Elective	14296	Supervise research in higher education and training	Level 7	10
Fundamental	244221	Discuss the development of children and youth	Level 6	15
Fundamental	244213	Explore relationships between social issues and their manifestations in relation to child and youth care work	Level 6	15
Fundamental	244234	Discuss the history of child and youth care work with respect to its impact on, and the consequences for, the development of the field	Level 6	12

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Discuss creativity and the creative act. and its application within child and youth care work

SAQA US ID	UNIT STANDARD TITLE		
244212	Discuss creativiry and the creative act, and its application within child and		
SGB		**PROVIDER**	
SGB Child and Youth Care Work			
FIELD		**SUBFIELD**	
9 - Health Sciences and Social Services		Promotive Health and Develocmental Services	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 6	8

SPECIFIC OUTCOME 1
Demonstrate an understanding of creativity.

SPECIFIC OUTCOME 2
Demonstrate understanding of the relationship between creativity and human development.

SPECIFiC OUTCOME 3
Demonsrrate understanding of play and the therapeutic use *of* play in a child and youth care work context.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explore relationships between social issues and their manifestations in relation to child and youth care work

244213	Explore relationships between social issues and their manifestations in reiation to child and youth care work		
SGB		**PROVIDER**	
SGB Child and Youth Care Work			
FIELD		**SUBFIELD**	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	**UNIT STANDARD TYPE**	**NQFLEVEL**	**CREDITS**
Undefined	Regular	Level 6	15

SPECIFIC OUTCOME 1
Demonstrate understanding *of* the broad social context for child and youth care work,

SPECIFIC OUTCOME 2
Describe and explain the impact of social issues on children.

SPECIFIC OUTCOME 3
Apply knowledge of social issues in own practice.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Organise. manage and implement restorative practices in the child and youth care context

SAQA *US* ID	UNIT STANDARD TITLE		
244214	Organise. manage and implement restorative practices in the child and youth		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD *NPE*	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

SPECIFIC OUTCOME 1
Demonstrate understanding of restorative practices in a child and youth care context

SPECIFIC OUTCOME 2
Demonstrate understanding of the underpinning philosophy and history of restorative practices.

SPECIFIC OUTCOME 3
Identify and discuss different restorative practices.

SPECIFIC OUTCOME 4
Implement restorative practices

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Demonstrate understanding of frameworks, techniques and processes for the assessment of children and youth at risk

SAQA US ID	UNIT STANDARD TITLE		
244215	Demonstrate understanding of frameworks, techniques and processes for the assessment of children and youth at risk		
SGB		**PROVIDER**	
SGB Child and Youth Care Work			
FIELD		**SUBFIELD**	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 6	15

SPECIFIC OUTCOME 1
Demonstrate understanding of assessment as it relates to child and youth care work.

SPECIFIC OUTCOME 2
Identify various applications of assessment in the social services field.

SPECIFIC OUTCOME 3
Demonstrate knowledge of different approaches and resulting frameworks for assessment

SPECIFIC OUTCOME 4
Discuss preferred approaches to assessment in a child and youth care context.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Develop policy and procedures for child and youth care work practice at programme level

SAQA US ID	UNIT STANDARD TITLE		
244216	Develop policy and procedures for child and youth care work practice at programme level		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Develoomental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	10

SPECIFIC OUTCOME 1

Demonstrate understanding of the philosophy and policy framework from which organisational and programme direction derives.

SPECIFIC OUTCOME 2

Audit existing organisational and programme procedures

SPECIFIC OUTCOME 3

Update andlor develop procedures to guide child and youth care work.

SPECIFIC OUTCOME 4

Monitor and review procedures.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Design and develop programmes in a child and youth care work context

SAQA US ID	UNIT STANDARD TITLE			
244217	Design and develop programmes in a child and youth care work context			
SGB		PROVIDER		
SGB Child and Youth Care Work				
FIELD		SUBFIELD		
9 - Health Sciences and Social Services		Promotive Health and Developmental Services		
ABET BAND	UNITSTANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 7		15

SPECIFIC OUTCOME 1
Demonstrate understanding of programming in a child and youth care context

SPECIFIC OUTCOME 2
Conceptualise a programme.

SPECIFIC OUTCOME 3
Design and develop a programme

SPECIFIC OUTCOME 4
Produce or secure resources for child and youth care programmes

SPECIFIC OUTCOME 5
Participate in the review *of,* and report on, programmes.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide lifespace counselling for children and youth at risk

SAQA US ID	UNIT STANDARD TITLE		
244218	Provide lifespace counselling for children and youth at risk		
SGB	PROVIDER.		
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	18

SPECIFIC OUTCOME 1
Demonstrate understanding of lifespace counselling and its applications

SPECIFIC OUTCOME 2
Identify, develop and apply skills required for lifespace counselling.

SPECIFiC OUTCOME 3
Counsel young persons in their lifespace

SPECIFIC OUTCOME 4
Review and improve lifespace counselling

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Contribute to policy development in the field of child and youth care

SAQA US ID	UNIT STANDARD TITLE		
244219	Contribute to policy development in the field of child and youth care		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	10

SPECIFIC OUTCOME 1

Demonstrate understanding of the legislative context for policy development

SPECIFIC OUTCOME 2

Gather input from stakeholders

SPECIFIC OUTCOME 3

Frame input for policy development purposes.

SPECIFIC OUTCOME 4

Facilitate the acceptance of policy recommendations

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Oeveiop and evaluate care plans and individual development plans

SAQA US IO	UNIT STANDARD TITLE		
244220	Develop and evaluate care plans and individual development plans		
SGB		PROVIDER	
SGB Chiid and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET SAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12

SPECIFIC OUTCOME 1
Demonstrate knowledge of the principles underpinning care plans and individual development plans.

SPECIFIC OUTCOME 2
Compile an individual development plan

SPECIFIC OUTCOME 3
Evaluate a care andlor individual development plan

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Discuss the development of children and youth

SAQA US ID	UNIT STANDARD TITLE		
244221	Discuss the development of children and youth		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	15

SPECIFIC OUTCOME 1

Demonstrate understanding of human development.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the influence of context and culture on human development.

SPECIFIC OUTCOME 3

Identify specific areas andlor domains as a focus for development

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA US ID	UNIT STANDARD TITLE		
244222	Organise, manage and implement advanced developmental and therapeutic approaches, strategies and programmes with children and families to facilitate holistic development		
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Heaith and Developmental Services	
ABET BAND	UNIT STANDARD *TYPE*	NQF LEVEL	*CREDITS*
Undefined	Regular	Level 7	20

SPECIFIC OUTCOME 1
Demonstrate understanding of key developmental and therapeutic approaches, strategies and programmes.

SPECIFIC OUTCOME 2
Select responses to facilitate holistic development.

SPECIFIC OUTCOME 3
Implement developmental and therapeutic approaches, strategies and programmes

SPECIFIC OUTCOME 4
Review response for effectiveness in facilitating holistic development.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Organise, manage and implement family-focused programmes

SAQA US ID	UNIT STANDARD TITLE		
244223	Organise, manage and implement family-focused programmes		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12

SPECIFIC OUTCOME 1
Demonstrate an understanding of possible approaches to working with families.

SPECIFIC OUTCOME 2
Demonstrate an understanding of key principles underpinning family-focused programmes.

SPECIFIC OUTCOME 3
Implement family-focused programmes.

SPECIFIC OUTCOME 4
Evaluate and revise family-focused programmes.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Research, develop and implement therapeutic responses to troubled behaviour in a child and youth care context

SAQA US ID	UNIT STANDARD TITLE		
244224	Research, develop and implement therapeutic responses to troubled behaviour in a child and youth care context		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	18

SPECIFIC OUTCOME 1
Identify and explain troubled behaviour in a child and youth care work context.

SPECIFIC OUTCOME 2
Identify and explain links between traumas and troubled behaviour.

SPECIFIC OUTCOME 3
Respond therapeutically to troubled behaviour.

SPECIFIC OUTCOME 4
Refer troubled behaviours outside of own scope of expertise.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Advocate for the rights of children and youth at risk

SAQA US ID	UNITSTANDARD TITLE		
244225	Advocate for the rights of children and youth at risk		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	10

SPECIFIC OUTCOME 1
Demonstrate understanding of the social services field.

SPECIFIC OUTCOME 2
Identify referral options and resources for communities

SPECIFIC OUTCOME 3
Identify, develop and apply skills to advocate for the rights of children and youth at risk

SPECIFIC OUTCOME 4
Advocate for the rights of young persons at risk,

SPECIFIC OUTCOME 5
Develop capacity for service delivery in **the** child and youth care field

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage diversity in a South African child and youth care work context

SAQA US ID	UNIT STANDARD TITLE		
244226	Manage diversity in a South African child and youth care work context		
SGB	PROVIDER.		
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQFLEVEL	CREDITS
Undefined	Regular	Level 7	12

SPECIFIC OUTCOME 1
Demonstrate understanding of the diverse context for child and youth care work in South Africa.

SPECIFIC OUTCOME 2
Demonstrate understanding of diversity and cultural sensitivity.

SPECIFIC OUTCOME 3
Manage diversity in a child and youth care context.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explore concepts of group living and their application in child and youth care work

SAQA US ID	UNIT STANDARD TITLE		
244227	Explore concepts *of* group living and their application in child and youth care work		
SGB		*PROVIDER*	
SGB Child and Youth Care Work			
FIELD		*SUBFIELD*	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 6	15

SPECIFIC OUTCOME 1
Demonstrate knowledge *of* the concept *of* group living

SPECIFIC OUTCOME 2
Demonstrate knowledge of group dynamics

SPECIFIC OUTCOME 3
Demonstrate knowledge of different methodologies for working with groups,

SPECIFIC OUTCOME 4
Demonstrate understanding of the importance of emotions in-group work

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Interpret human behaviour *using* mainstream *psychological* and sociological theories, and traditional understanding.

SAQA US ID	UNIT STANDARD TITLE		
244.228	Interpret human behaviour using mainstream psychological and sociological theories. and traditional understanding.		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	25

SPECIFIC OUTCOME 1
Demonstrate understanding of the concept 'human behaviour',

SPECIFiC OUTCOME 2
Demonsiraie understanding of the key concepts underpinning different theoretical approaches to describing and explaining human behaviour.

SPECIFIC OUTCOME 3
Discuss the strengths and weaknesses of different theoretical approaches in describing human behaviour.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAOA

UNIT STANDARD:

Provide counselling and intervention for people affected by abuse, neglect, or violence

244229	Provide counselling and intervention for people affected by abuse, neglect, or violence		
SGB		*PROVIDER*	
SGB Child and Youth Care Work			
FIELD		*SUBFIELD*	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	*UNIJSTANDARD TYPE*	*NQF LEVEL*	*CREDITS*
Undefined	Regular	Level 7	15

SPECIFIC OUTCOME 1
Establish a relationship and environment in which to provide counselling and intervention for a person affected by abuse, neglect, or violence.

SPECIFIC OUTCOME 2
Use counselling and intervention skills to assist a person affected by abuse, neglect, or violence to identify herlhis goals for counselling and intervention.

SPECIFIC OUTCOME 3
Use counselling and intervention skills to assist a person affected by abuse, neglect, or violence to plan to achieve herlhis goals for counselling and intervention.

SPECIFIC OUTCOME 4
Use counselling and intervention skills to assist a person affected by abuse, neglect, or violence to achieve her/his goals for counselling and intervention.

SPECIFIC OUTCOME 5
Effect closure of counselling and intervention for a person affected by abuse, neglect, or violence.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Organise, manage and implement a family preservation service to families and/or communities

SAQA US ID	UNITSTANDARD TITLE		
244230	Organise, manage and implement a family preservation service to families		

SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	18

SPECIFIC OUTCOME 1
Demonstrate an understanding of family preservation work

SPECIFIC OUTCOME 2
Identify and address developmental needs in terms of own cultural competence

SPECIFIC OUTCOME 3
Carry out activities directed at family preservation

SPECIFIC OUTCOME 4
Develop and implement **a** family plan.

SPECIFIC OUTCOME 5
Conduct a family conference.

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Explore concepts and discuss philosophies, policies and principles underpinning the legal framework for child and *youth* care work

244231	Explore concepts and discuss philosophies, policies and principles underpinning the legal framework for child and youth care work		
SGE		**PROVIDER**	
SGB Child and Youth Care Work			
FIELD		**SUBFIELD**	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
Undefined	Regular	Level 6	14

SPECIFIC OUTCOME 1
Demonstrate understanding of the emerging concern for children's rights.

SPECIFIC OUTCOME **2**
Describe and explain world-wide changes impacting children's rights.

SPECIFIC OUTCOME 3
Discuss the view of children's rights as expressed in the Constitution.

SPECIFIC OUTCOME **4**
Demonstrate understanding of the legal framework in South Africa underpinning the rights of children.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Evaluate individual, group, and global programmes and supporting policy *for* children and *youth* at risk

SAQA *US* ID	UNIT STANDARD TITLE		
244232	Evaluate individual, group, and global programmes and supporting policy for children and youth at risk		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNITSTANDARD *TYPE*	*NQF* LEVEL	CREDITS
Undefined	Regular	Level 7	15

SPECIFIC OUTCOME 1
Describe the design parameters for an evaluation of individual, group and global child and youth care programmes.

SPECIFIC OUTCOME 2
Design an evaluation *of* programmes supporting children and youth at risk.

SPECIFIC OUTCOME 3
Conduct the evaluation.

SPECIFIC OUTCOME 4
Make recommendations and report evaluation outcomes.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Organise, manage and implement therapeutic and developmental group care

SAQA US ID	UNIT STANDARD TITLE			
244233	Organise, manage and implement therapeutic and developmental group care			
SGB		PROVIDER		
SGB Child and Youth Care Work				
FIELD		SUBFIELD		
9 - Health Sciences and Social Services		Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD N P E	NQF LEVEL		CREDITS
Undefined	Regular	Level 7		16

SPECIFIC OUTCOME 1
Demonstrate knowledge of therapeutic and developmental group care.

SPECIFIC OUTCOME 2
Establish the conditions for therapeutic and developmental group care.

SPECIFIC OUTCOME 3
Design and conduct therapeutic and developmental group care interventions

SPECIFIC OUTCOME 4
Review therapeutic and developmental group care interventions

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Discuss the history of child and youth care work with respect to its impact on, and the consequences for, the development of the field

SAQA US ID	UNIT STANDARD TITLE		
244234	Discuss the history of child and youth care work with respect to its impact on, and the consequences for, the development of the field		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 6	12

SPECIFIC OUTCOME 1

Demonstrate knowledge of the international history of child and youth care work

SPECIFIC OUTCOME 2

Demonstrate knowledge of the development of child and youth care work in South Africa

SPECIFIC OUTCOME 3

Demonstrate understanding of the influence of traditional South African care practices on child and youth care work.

SPECIFIC OUTCOME 4

Discuss current influences that shape child and youth care practice in South Africa

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

SAQA

UNIT STANDARD:

Access, analyse and apply personal development strategies and skills

SAQA US ID	UNIT STANDARD TITLE		
244235	Access, analyse and apply personal development strategies and skills		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

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:

Conduct and report developmental assessments

SAQA US ID	UNIT STANDARD TITLE		
244236	Conduct and report developmental assessments		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	12

SPECIFIC OUTCOME 1
Prepare to conduct a developmental assessment process.

SPECIFIC OUTCOME 2
Facilitate a developmental assessment process

SPECIFIC OUTCOME 3
Produce a developmental assessment report.

SPECIFIC OUTCOME 4
Develop care plans and individual development plans

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Organise, manage and implement advanced behaviour management strategies and techniques

SAQA US ID	UNIT STANDARD TITLE			
244237	Organise, manage and implement advanced behaviour management strategies and techniques			
SGB		*PROVIDER*		
SGB Child and Youth Care Work				
FIELD		*SUBFIELD*		
9 - Health Sciences and Social Services		Promotive Health and Developmental Services		
ABET BAND	*UNIT STANDARD TYPE*	*NQF LEVEL*		*CREDITS*
Undefined	Regular	Level 7		15

SPECIFIC OUTCOME 1
Demonstrate understanding of behaviour and behaviour management.

SPECIFIC OUTCOME 2
Demonstrate understanding of models for understanding and managing behaviour

SPECIFIC OUTCOME 3
Identify and respond to contagious behaviour

SPECIFIC OUTCOME 4
Identify and respond to out-of-control behaviour.

SPECIFIC OUTCOME 5
Respond to behaviour that is in conflict with the law.

SPECIFIC OUTCOME 6
Develop resilience *as* a means of enhancing the self-management of troubled and troublesome behaviour

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage and lead a multi-disciplinary team (in a clinical context)

SAQA US ID	UNIT STANDARD TITLE		
244238	Manage and lead a multi-disciplinary team (in a clinical context)		
SGB		PROVIDER	
SGB Child and Youth Care Work			
FIELD		SUBFIELD	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 7	15

SPECIFIC OUTCOME 1
Manage diversity in a multi-disciplinary team context.

SPECIFIC OUTCOME 2
Lead a multi-disciplinary team.

SPECIFIC OUTCOME 3
Facilitate solutions within a child care and child rights perspective.

SPECIFIC OUTCOME 4
Reflect critically on own leadership role.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide workspace and consultative supervision and support for child and youth care workers

SAQA US ID	UNIT STANDARD TITLE			
244239	Provide workspace and consultative supervision and support for child and youth care workers			
SGB		PROVIDER		
SGB Child and Youth Care Work				
FIELD		SUBFIELD		
9 - Health Sciences and Social Services		Promotive Health and Developmental Services		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
Undefined	Regular	Level 7		118

SPECIFIC OUTCOME 1
Maintain awareness of self in the supervisory relationship

SPECIFIC OUTCOME 2
Demonstrate an understanding *of* consultative supervision

SPECIFIC OUTCOME 3
Model good practice in a supervisory relationship.

SPECIFIC OUTCOME 4
Mentor and coach in a supervisory role

SOUTH AFRICAN QUALIFICATIONS **AUTHORITY**

SAQA

UNIT STANDARD:

Design, implement and evaluate activities for children and *youth* at risk

SAQA US ID	UNITSTANDARD TITLE		
244240	Design, implement and evaluate activities for children and youth at risk		
SGB	PROVJDER		
SGB Child and Youth Care Work			
FIELD	SUBFIELD		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
ABETBAND	UNIT STANDARD *TYPE*	*NQF* LEVEL	CREDITS
Undefined	Regular	Level 6	10

SPECIFIC OUTCOME 1
Demonstrate an understanding of activities in a child and youth care context.

SPECIFIC OUTCOME *2*
Plan and prepare activities,

SPECIFIC OUTCOME 3
Encourage participation in activities.

SPECIFIC OUTCOME **4**
Evaluate activities for children and youth at risk,