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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with Regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Task Team for

Psychology

appointed by Organising Field 07, Human and Social Studies, 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.saqg.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 28 January 2008**. All correspondence should be marked **Standards Setting – Psychology** and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Counselling

SAQA QUAL ID	QUALIFICATION TITLE		
49256	Further Education and Training Certificate: Counselling		
ORIGINATOR		PROVIDER	
SGB Psychology			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	7 - Human and Social Studies	General Social Science	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	140	Level 4	Regular-Unit Stds Based

This qualification does not replace any other qualification and is not replaced by another qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The Further Education and Training Certificate: Counselling Qualification has been developed to meet the needs of learners in a variety of counselling contexts. It should develop learners who know their scope of practice, behave ethically in a counselling context, conform to minimum standards, know when to refer clients and understand the psychological consequences for clients if counsellors are inadequately trained or overstep their scope of practice. It is a generic Qualification that is intended for community or workplace-based counsellors who work in structured and supervised environments including, but not limited to, schools, Non-Governmental Organisations, Faith Based Organisations, the South African Police Service, Counselling Call Centres, Hospitals, Clinics and Support Agencies, Sports Centres, Education and Training facilities, Government and Health facilities.

In this Qualification, "Scope of Practice" refers to the boundaries within which the counsellor operates without referral as defined by own work context.

The Qualification is intended to meet the needs of a wide variety of work roles including, but not limited to, traditional healers, trauma counsellors, HIV/AIDS counsellors, career counsellors and health and wellness practitioners.

Rationale:

There is an urgent need for NQF Level 4 Qualification in Counselling as there is currently very limited or no recognition or regulation of counsellors at NQF Level 4. There is very little consistency in standards across and within provinces in South Africa, and across different counselling contexts. Unqualified counsellors currently work in a variety of contexts often in environments where mental health professional such as psychologists and social workers are not necessarily accessible to the majority of the population. The Qualification will provide a consistent basis for evaluating and regulating counselling at NQF Level 4 and will ensure greater access to counselling services.

Counselling enables one or more people to go through the process of finding solutions to their concerns or difficulties. Counselling may take various forms, including with individuals, couples, families or domestic units and groups. The Further Education and Training Certificate: Counselling Qualification will allow counsellors to be recognised and will address current national health and social service priorities. Ideally, qualifying learners will operate under supervision.

The learning pathway for learners in Counselling:

NQF Level 5:

- Counselling Qualifications depending on the admission requirements of specific Higher Education Institutions.

NQF Level 4:

- Further Education and Training Certificate: Counselling.
- Further Education and Training Certificate: Community Health Work.

NQF Level 3:

- Specialisation in proposed National Certificate: Community Development.
- National Certificate: Victim Empowerment.
- National Certificate: Community Health Work.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED IN PLACE

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 3.

Recognition of Prior Learning:

- Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Application for Recognition of Prior Learning (RPL) should be made to a relevant accredited ETQA.
- Credit towards a Unit Standard is subject to quality assurance by a relevant accredited ETQA and is conducted by a workplace assessor.
- This Qualification can be obtained in part or in whole through Recognition of Prior Learning.
- RPL will be done using a range of assessment tools and techniques that have been jointly decided upon by the learner and the assessor.
- The same principles that apply to assessment of the Qualification and its associated Unit Standards apply to RPL.

Access to the Qualification:

There is open access to this Qualification bearing in mind the Learning Assumed to be in place.

QUALIFICATION RULES

A minimum of 140 credits is required to complete the Qualification which is made up of the following components:

- Fundamental: 56 credits.
- Core: 50 credits.

- Electives: 34 credits.
- Total: 140 credits.

Motivation for the number of credits assigned to the Fundamental, Core and Elective Components:

Fundamental Component:

There are forty credits allocated to Communication (twenty for the First Language at NQF Level 4 and twenty for an additional language at NQF Level 3) and sixteen credits allocated to Mathematical Literacy at the level of the Qualification. This means that Unit Standards to the value of fifty six credits have been included in the Fundamental component. They will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy.

All the Mathematical Literacy and Communication Unit Standards designated as Fundamental are compulsory.

Core Component:

Fifty credits have been allocated to Unit Standards designated as Core for the purpose of this Qualification. These Unit Standards provide the generic knowledge and skills related to counselling in general, issues of ethics and legislation and personal empowerment of individuals who counsel others in a supervised environment. All the Unit Standards indicated as Core are compulsory.

Elective Component:

Electives that add up to a minimum of 34 credits should be selected from the allocated list of Electives. Electives provide opportunities for the holistic development of the learner, provide for maximum flexibility and multi-skilling and allow learners to achieve a qualification that is relevant to the context in which they work. Learners may select relevant Unit Standards from the Unit Standards listed as electives or other Unit Standards (as they become available) as a specialisation if they relate directly to the learner's counselling context.

Specialisation may include, but is not limited to:

- Trauma.
- HIV/AIDS.
- Barriers to Learning.
- Career Counselling.
- Spiritual and pastoral.
- Substance abuse.
- Employee Assistance Programmes (EAP).
- Victim Empowerment.
- Violence and intimidation.

Cluster of Unit Standards recommended for specialisation in HIV/AIDS:

- Provide on-going counselling and support to individuals infected or affected by HIV and AIDS.
- Provide pre and post HIV test counselling.
- Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIS) and tuberculosis (TB) for counselling purposes.
- Demonstrate knowledge of dread diseases to effectively manage an infected or affected client.
- Apply knowledge of HIV/AIDS to a specific business sector and a workplace.
- Contribute to information distribution regarding HIV/AIDS in the workplace.

- Develop and implement a client ARV treatment plan.

Cluster of Unit Standards recommended for specialisation in Employee Assistance Programmes (EAP):

- Describe how to manage substance abuse and addiction in the workplace.
- Describe how to support employees who are affected by a dread disease.
- Describe how to manage reactions arising from a traumatic event.
- Describe how to manage risks associated with abuse in the workplace.
- Describe how to manage anxiety and depression in the workplace.
- Describe how to manage workplace relationships.
- Investigate the challenges associated with the reasonable accommodation of people with disability in the workplace.
- Explain how to manage diversity in the workplace.
- Apply knowledge of self and own situation to manage the risks resulting from change in the workplace.
- Apply knowledge of HIV/AIDS to a specific business sector and a workplace.
- Explain the manager's role in identifying vulnerable or at risk employees.
- Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit.
- Develop a strategy to manage compromised employee well being.

Cluster of Unit Standards recommended for specialisation in Victim Empowerment:

- Provide support to victims of sexual offences.
- Provide support to victims of domestic violence.
- Identify intervention services and provide support to children and youth of victims of abuse and neglect.

EXIT LEVEL OUTCOMES

The focus of the Further Education and Training Certificate: Counselling Qualification is on fundamental knowledge of counselling practices and an ability to apply established processes and procedures to solve problems in a familiar context, to adjust applications when required and to motivate the change. Learners are required to apply literacy and numeracy skills to different counselling contexts. They are expected to gather, analyse and evaluate information from a range of sources and to present and communicate information reliably and accurately verbally and in writing.

Learners should have the capacity to take responsibility for their own learning within a supervised environment and should be able to evaluate their own performance and address their shortcomings.

The Exit Level Outcomes and their Associated Assessment Criteria are the following, which means that the learner will be able to:

1. Apply communication and numeracy skills to analyse, interpret and evaluate information in a counselling context.
2. Apply interpersonal skills to counsel a client within own scope of practice.
3. Apply knowledge of counselling skills and techniques within own scope of practice.
4. Apply knowledge of health and wellness in a counselling context.

Critical Cross-Field Outcomes:

The learner is able to demonstrate ability to:

- The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in counselling a client within own scope of practice.
- The learner is able to work effectively with others as a member of a team, group, organisation or community in that most counsellors at this level operate in communities and work in teams.
- The learner is able to organise and manage him/herself and his/her own activities responsibly and effectively in counselling in a structured environment and writing the required reports and keeping routine records of counselling interventions according to the requirements of the work context.
- The learner is able to collect, organise and critically evaluate information in screening a client to determine needs and recommend appropriate interventions.
- The learner is able to communicate effectively in counselling clients.
- The learner is able to use science and technology effectively in maintaining records on a database.
- The learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in understanding the relationship between human behaviour and health and wellness in terms of short term interventions and potential long term effects.
- The learner is able to reflect on and explore a variety of strategies to learn more effectively in reflecting on own practice.
- The learner is able to participate as a responsible citizen in the life of local, national and global communities in counselling within a structured environment.
- The learner is able to demonstrate cultural sensitivity across a range of counselling contexts in applying knowledge of interpersonal relationships to enhance the effectiveness of the counselling process.

Before the Further Education and Training Certificate: Counselling Qualification is awarded, learners are required to demonstrate competence in the required Unit Standards and complete a summative assessment based on the Exit Outcomes of the Qualification.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- Communication is clear, understandable and effective and contributes to successful counselling engagements.
- Self management skills are applied to function effectively taking into account how perception of self is informed by culture and other factors.
- Routine records and reports of counselling interventions are maintained according to the requirements of the work context.
- Counselling interventions and service users are recorded and presented in a report.
- Language use is appropriate for audience and purpose.

Associated Assessment Criteria for Exit Level Outcome 2:

- Appropriate relationships are established with clients.
- Interpersonal skills demonstrate sensitivity to issues of culture and diversity.
- Interpersonal relationships are managed effectively.

Associated Assessment Criteria for Exit Level Outcome 3:

- Counselling is in accordance with established principles, ethics and protocols for counselling.
- Counselling is appropriate to the given need and context.
- Counselling facilitates a process towards the client finding a solution.
- Recommendations for appropriate interventions are made on the basis of the screening.

- Clients are appropriately referred where necessary.
- The role and benefits of supervision are explained for own context.

Associated Assessment Criteria for Exit Level Outcome 4:

- The relationship between human behaviour and health and wellness is explained in terms of short term interventions and potential long term effects.
- Knowledge of the relationship between health and wellness, the community and the environment is applied to promote wellbeing.

Integrated Assessment:

Assessment practices must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged. Learners who wish to be assessed against the competencies in the Qualification and/or associated Unit Standards should direct enquiries to the relevant ETQA.

The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The Specific Outcomes guide the learning and training process towards the outcomes on a continuous basis. The purpose is to determine whether the outcomes have been attained. Situations should present a wide range of options. Applications should require significant choices from a wide range of procedures and in a number of contexts.

Learning, teaching and assessment are inextricably linked. Where appropriate, assessment of knowledge, skills, attitudes and values indicated in the various Unit Standards should be integrated.

Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learners' skill and knowledge and to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the efficacy of the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials. Formative assessment is diagnostic and as such it should guide the learner and the trainer. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As it is criterion referenced, if the learner has met the assessment criteria, he/she has achieved the outcomes.

Assessment should also have a summative component. Summative assessment may be used on completion of a Unit Standard, but should not be the only form of assessment.

Assessment should take place in an authentic context as far as is possible. A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.

Integration implies that theoretical and practical components should, where possible, be assessed together. Integrative techniques should be used to assess applied competence. Learners should be required to demonstrate that they can perform the outcomes with understanding and insight.

Assessment should ensure that all Specific Outcomes, embedded knowledge and Critical Cross-Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes. The Critical Cross-Field Outcomes are implicit in some Unit Standards and programmes should be designed to extend and further reflect the integration.

INTERNATIONAL COMPARABILITY

There is a need for skilled counsellors in South Africa and elsewhere in Africa where there are economic and social challenges including post-accident trauma, HIV and Aids, terminal illnesses such as cancer and emotional problems, stress and depression that need professional help. The Further Education and Training Certificate: Counselling Qualification has been contextualised for an African situation and this comparison therefore attempts to compare how counsellors in Africa are being trained and assessed.

Information for the comparison was sourced from Kenya, Zimbabwe and Australia, where there are courses that are aimed at counsellors who are not qualified psychologists. As is often the case with developing countries, the Learning Institute counselling qualification that was sourced for Zimbabwe was developed in the United Kingdom (UK), against UK standards, and it is not clear whether it has been contextualised for people living and working in Africa.

Internet research was conducted to identify whether (similar) international standards or courses achieve the same or similar outcomes to the Further Education and Training Certificate: Counselling Qualification. Namibia and Kenya have courses developed for their context that could be sourced online via the World Wide Web, but there was insufficient detail of the counselling course offered by the University of Namibia to enable a comparison.

The Kenya Association of Professional Counsellors (KAPC) was registered as an NGO in 1991. It provides information on sexual and reproductive health, targeting adolescents. KAPC offers counselling courses at the certificate, higher diploma, masters and PhD levels and runs Straight Talk, a newspaper and radio programme. Kenya has about 3,000 professional psychologists and counsellors, with fewer psychologists than counsellors. Most counsellors were trained abroad and practise in the major towns, meaning that the rural Kenyans have no access to such services. Kenya is currently debating the proposed, Counsellors, Psychologists and Psychotherapists Bill 2007, which will regulate training, practice and standards through a number of institutions. It will provide for the establishment of the Kenya Institute of Counsellors, Psychologists and Psychotherapists to regulate professional standards and research and will represent, protect and help members of the profession. Kenya appears to be suitable for comparison as stakeholders in South Africa have expressed the need for similar regulation and there is a move to establish a Professional Board for Counsellors.

The Australian framework generally correlates well to the aims of SAQA qualifications. In terms of fully developed counselling standards and qualifications, the units of competency from Australia have various synergies that make a comparison useful although the purposes of the qualifications are not always the same. Two Australian qualifications are compared to the Further Education and Training Certificate: Counselling Qualification:

- The Australian Qualification Framework aligned community services packages.
- The Australian Institute of Professional Counsellors (AIPC) course of integrated units.

ASET (the name of the organisation and not an acronym) works extensively across the United Kingdom (UK) and has a growing international network. It is a National Awarding Body which examines, accredits and certifies learning programmes in the United Kingdom delivered by over 650 licensed centres including Further Education Colleges, universities, sixth form and community colleges, Local Education Authorities (LEAs), employers, government agencies, training companies and not-for-profit organisations. It is the quality assurance body for vocational qualifications and quality assures the Diploma in Counselling offered by the Learning Institute which provides distance education to learners in Zimbabwe (see below). ASET is registered as a training provider on the Register of Education with the Department for Education and Skills. The Register is a list of genuine education and training providers in England, Wales, Scotland and Northern Ireland. Learners who qualify for the counselling qualification are awarded the credentials Dip C (Inst NH).

In the UK, ASET accreditation is recognised by:

Source: National Learners' Records Database

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- Department for Education and Skills.
- Qualifications and Curriculum Authority in Britain.
- Department for Innovation, Universities and Skills (DIUS).
- Learning and Skills Council (LSC).
- Qualifications and Curriculum Authority (QCA) in England.
- Department for Education, Lifelong Learning and Skills/Dysgu Gydol Oes a Sgiliau in Wales.
- Council for Curriculum, Examinations and Assessment (CEA) in Northern Ireland.
- Scottish Qualifications Authority (SCQ) in Scotland.
- All other relevant government agencies and departments.

The Learning Institute provides access to education and qualifications through distance education. It has students from the United States of America (US), Canada, Australia, UK, Norway, France, Singapore and Africa including Zimbabwe. Courses are presented online and learners can make contact with tutors and other students to 'chat', and solve problems together. Qualifying learners receive an award equivalent to Level 4 of the National Learning Framework [a post-A level, Higher National Certificate (HNC) or Higher National Diploma (HND)]. In an attempt to compare the Diploma in Counselling to the Further Education and Training Certificate: Counselling Qualification the consultant subscribed to the free introductory mini course on the Institute of Natural Healing website which offers the Learning Institute Diploma for distance learners in Zimbabwe. There is no evidence in the material provided that the course is at a level of cognitive complexity above NQF Level 4.

The Learning Institute Courses are accredited by many independent certification organisations including:

- ASET (UK).
- Investors in people.
- Open and Distance learning Quality Control.
- Better Business Bureau program (BBB) - BBBOnline Reliability Participation. This means that the Learning Institute meets all BBBOnline Reliability participation and Better Business Bureau membership standards and is authorised to display the BBBOnline Reliability seal.

The Diploma in Counselling course curriculum includes:

- Setting up as a counsellor: How to get started. What skills should you develop? We also help to assess your strengths and weaknesses.
- Stress, depression and suicide: Getting the right level of stress. Identifying stress. Conquering stress. Getting in control. Other ways a client can conquer stress. Depression. Symptoms of depression. Treating the depressed client. Self image. Endogenous depression. Anti-depressants. Panic attacks. Getting more sleep. Techniques for getting sleep.
- Interviewing skills: Responding to a prospect's enquiry. The initial session. Ending the initial session. The client who wants to start straightaway. The counselling process. A note about medical conditions. Your goal. Don't offer solutions. When the client asks for advice. Helping the client reach a conclusion. Psychosomatic illness. Many problems don't have a solution. When counselling fails. Listening skills. Become an expert listener. The value of silence. Questions. The 'Presenting Problem'. Challenging the client. 'Treat me like I'm a six year old'. Understand yourself. The right attributes.
- Life and love, sexuality and partnerships: Understanding the client's goals. Self assertiveness. Role play. Marriage guidance and divorce Attitudes towards the relationship. Adultery. Loss of libido (sex drive). Problems in the relationship Infertility. Sexual difficulty. Homosexuality. Fetishism and transvestites. Paedophilia. Rape. Discussing money matters.

- Counselling young people: Children's problems. Children who bully or are bullied. Disruptive or attention-seeking children. Phobias. Eating problems. Separated parents. Child abuse. Dealing with physical child abuse. The adult abuse victim. Adoption. Getting work from schools. Your first meeting with the young person. Shoplifting Discussion Weekends. Family Therapy. Issues in family therapy.
- Substance abuse: alcohol and drugs the counsellor's attitude towards drugs. Smoking. Smoking and the counsellor. Drinking. Tranquillisers. Solvent abuse. Illegal drugs. Cocaine. Heroin. LSD. Amphetamines. Ecstasy. Cannabis. Gambling. Children's gambling. Food. Dealing with the addict. In an emergency.
- The elderly - death and bereavement counselling: Reminiscence therapy. Getting reminiscence therapy work. Counselling the dying. Talking about pain Talking about death. Counselling the bereaved. Responding to emotion. Physical comforting. What you must not do. The practical aspects of death. About other organisations. Getting paid. Post-traumatic stress syndrome.
- Counselling at work: Getting into a company. Watching for signs of stress. Get it down on paper. Vulnerable people. Helping people become more successful at work. Becoming independent. Improving the relationship with the boss. Time management. Body language. Eight ways to make the right impression. Four ways to use body language. Getting success away from work. A one day course on workplace counselling Structure for a workplace course on counselling. A stress management course.
- How to find clients: The types of clients. How will you position yourself? Types of counselling. Source of work. Getting clients from advertising, publicity and networking. The media. Writing an ad. PR. Mailshot. A leaflet. Getting referrals from an organisation. Client referrals. How to find companies and professional organisations. Local companies. Response rates. Talking about counselling. Competition. Responding to a client's question about competitors. Product-based solutions.
- The advanced counsellor. How much should you charge? Putting up your charges. Premiums. Discounts. Payment. Terminating the sessions. The counselling business. Keeping clients and the bank manager happy. Client files. Handling clients you don't like. Your business name. Keeping books. Tax. Liaising with other professionals. Using Transactional Analysis.

The Further Education and Training Certificate: Counselling Qualification includes the generic competencies required to counsel individuals and groups in a structured environment. From the course outline it appears that South African learners would achieve similar counselling competencies to those of the Learning Institute learners. In the South African qualification learners would specialise in specific types of counselling and it is unlikely that all learners will specialise in as many areas as the Learning Institute qualification appears to include. Three Unit Standards in the Core of the Further Education and Training Certificate: Counselling Qualification; Counsel an individual in a structured environment, Screen a client to identify needs and Apply knowledge of interpersonal relationships to enhance the effectiveness of the counselling process create the space in the South African Qualification for generic counselling competencies. Electives in the qualification make provision for specialisation and could include counselling young people, substance abuse, the elderly and death and bereavement counselling. The Further Education and Training Certificate: Counselling Qualification assumes that counsellors will be part of a group or team working under supervision and does not envisage counsellors setting up a practice independently. There are therefore no Unit Standards dealing with how to find clients, fees and other business issues relating to a counselling practice in the Further Education and Training Certificate: Counselling Qualification.

The Kenya Institute of Social work and Training Development: (KISWCD) is a Community-focused Development and Training Institution. It is an independent organisation and is therefore

not affiliated to any Governmental, Religious or Political group. The institute is committed to empowerment of the community through training and management.

The Diploma in Counselling - DCSE 1800 is an eighteen month course, which is both theoretical and experiential. It is designed for people who wish to gain understanding and critical insight into professional counselling and requires learners to develop an extensive knowledge of counselling psychology, the applications of counselling and practical competence in counselling skills.

Modules include:

- DCSE 1801 Communication Skills.
- DCSE 1802 Personal Development.
- DCSE 1803 Introduction to Psychology.
- DCSE 1804 Counselling Theories.
- DCSE 1805 Counselling Process & Practice.
- DCSE 1806 Research Methods.
- DCSE 1807 Human Growth and Development.
- DCSE 1808 Group Counselling.
- DCSE 1809 Professional Studies.
- DCSE 1810 Seminar on HIV/AIDS.
- DCSE 1811 Marriage and Family Counselling.
- DCSE 1812 Counselling Children, Youth & Adults.
- DCSE 1813 Terminal Illness, Death and Dying.
- DCSE 1814 Cross Cultural Counselling.
- DCSE 1815 Substance Abuse Rehabilitation.
- DCSE 1816 Stress Management.
- DCSE 1817 Project.
- DCSE 1818 Counselling Practicum.

The Kenyan qualification appears to align more closely to the Further Education and Training Certificate: Counselling Qualification than does the Learning Institute qualification and learners who are competent in Fundamental and Core learning of the South African qualification should exit with similar competencies to their Kenyan counterparts. South African learners will only be competent in marriage and family counselling, counselling children, and youth, terminal illness, death and dying and substance abuse rehabilitation if they have selected Unit Standards as electives that deal with these topics. The minimum requirements for South African National Certificate Qualification 120 credits which is about 1 200 notional hours of learning. A learner does not require extensive knowledge of counselling psychology as it is intended that South African learners will work under supervision.

The Australian Qualification Framework (AQF) Community Services Training Package includes registered Training Packages, Qualifications, Courses, Units of Competency and Registered Training Organisations (RTOs) licensed to provide training in one or more States. Community Services Training Packages are recognised nationally. There are units in the package that have synergies with the FETC: Counselling Qualification, but the structure of the qualifications is different. In Australia there are separate qualifications for each area of specialisation and the core skills of each qualification relate to the specialist area. An Australian qualification, for example, may focus on community work with electives relating to the skills of counselling. In the South African qualification generic counselling is the core competency and the electives make provision for specialisation. Despite the difference in structure, there are synergies between the South African qualification and the Community Services Training Package which are offered at various levels of cognitive complexity including qualifications at a level equivalent to NQF Level 4:

Specialist Qualifications in Community Services Work cater for specialisations that relate specifically to counselling and have synergies with the Electives in the Further Education and Training Certificate: Counselling Qualification.

These include:

- CHC41702 Certificate IV in Alcohol and Other Drugs Work.
- CHC51102 Diploma of Alcohol and other Drugs Work.
- CHC30902 Certificate III in Telephone Counselling Skills.
- CHC41002 Certificate IV in Telephone Counselling Skills.
- CHC41102 Certificate IV in Mental Health Work-(Non-clinical).
- CHC41402 Certificate IV in Community Services (Information, Advice and Referral).
- CHC41502 Certificate IV in Marriage Celebrancy.
- CHC41602 Certificate IV in Community Services (Lifestyle and Leisure).
- CHC50802 Diploma of Community Services (Lifestyle and Leisure).
- CHC50902 Diploma of Community Services (Case Management).
- CHC51002 Diploma of Community Services (Financial Counselling).

As in the Further Education and Training Certificate: Counselling Qualification, Elective units in the community training packages allow for variations and differences between areas, roles or functions in the community services industry. These provide flexibility for organisations to select units that match their specific workplace needs within identified boundaries. Additional elective units can also be selected from a diverse range of areas and other Training Packages.

The number of units and how they are grouped to form qualifications is based on:

- Advice from industry about defined work requirements.
- Guidance from the Department of Education, Science and Training about packaging of competencies at different levels.

Higher level qualifications generally indicate an increase in complexity of knowledge and skill, more autonomous operation, application of judgement and management of work teams and strategic processes. A number of units occur consistently across qualifications and appear to be fundamental to work in the community services context.

These include:

- Effective work in the community services industry (duty of care, ethics, regulatory environment).
- Communication.
- Occupational Health and Safety.
- Other areas critical to a sector or type of work that are consistent across qualifications.

The competency units that appear across qualifications at different levels are:

- CHCORG3B: Participate in the work environment.
- CHCOHS301A: Participate in workplace safety procedures.
- CHCCOM2B: Communicate appropriately with clients and colleagues.
- CHCCS301A: Work within a legal and ethical framework.

The Qualifications and Unit Standards sourced for the Australian Training Packages are not an exact fit and therefore cannot be compared unit standard by unit standard with the Further Education and Training Certificate: Counselling Qualification. The overall outcomes of the Community Development training package have synergies with the Further Education and Training Certificate: Counselling Qualification, but the purposes of the qualifications are different. The South African Qualification is a generic Counselling Qualification where learners

may elect their areas of specialisation through a choice of electives. In the case of the Australian training package the learners choose a specialist qualification and the similarities are in the Australian electives and the South African Core counselling competencies.

The Australian Institute of Professional Counsellors (AIPC) specialises in providing high quality counsellor education, with a particular focus on external and distance education. AIPC is the largest provider of counselling courses in Australia. Institute courses are recognised by the Australian Counselling Association, a peak national association of counsellors and psychotherapists. Institute-trained counsellors are able to assist others attain emotional wellbeing. Learners who complete an Institute course and qualify as counsellors:

- May be employed as counsellors.
- May establish their own counselling practices.
- Develop exceptional skills to assist in their current employment.
- Use their new skills for personal insight and development.

The Australian Institute of Professional Counsellors acknowledges that counselling is different from Psychotherapy or therapy and that the training provided is generally quite different from that of a Psychologist. Counselling is seen as a profession that gives considered and appropriate advice to people with everyday behavioural problems, rather than dealing with issues of abnormal behaviour, which is the province of Psychiatrists and Psychologists. The aims of the AIPC course correlate with the proposed South African qualification although the South African qualification does not qualify counsellors to establish their own practices and stresses the importance of supervision.

The AIPC course uses and recognises units of competency from the Australian Qualifications Framework (AQF) and Statements of Attainment issued by any other training organisations. If students have completed any of the units of competencies they are able to apply to transfer competency of that unit(s) towards the Diploma of Professional Counselling. There is a strong focus on specific theories of psychology in the Australian qualification. Although theory is included in the Unit Standards, the South African qualification does not specify specific schools of thought. From the emphasis on the application of theory it could be inferred that the AIPC course may be at a higher level of cognitive complexity than the Further Education and Training Certificate: Counselling Qualification.

The following competencies are included in the AIPC Diploma of Professional Counselling:

- Work within an ethical and legal framework.
- Apply specialist interpersonal communication skills.
- Apply counselling interview skills.
- Facilitate the counselling process.
- Apply personality and human development theories.
- Apply Behaviourism in counselling.
- Apply social learning (modelling) in counselling.
- Apply Behaviour Therapy in counselling.
- Apply Person Centred Therapy in counselling.
- Apply Gestalt Therapy in counselling.
- Apply Cognitive Behaviour Therapy in counselling.
- Apply Solution Focused Therapy in counselling.
- Work with clients intensively.
- Develop, facilitate and monitor all aspects of case management.
- Plan stress management programs.
- Apply family therapy processes.
- Coordinate the assessment and delivery of services to clients with particular needs.
- Apply issues relating to counselling of abuse.
- Apply relationship issues in counselling.

- Processes Plan and conduct group activities.
- Apply ethical and legal responsibilities to counselling practice.
- Undertake research activities.

Comparison with the Exit Outcomes of the Further Education and Training Certificate: Counselling Qualification and their Associated Assessment Criteria with the selected international qualifications and courses.

Exit Level Outcome 1:

Apply communication and numeracy skills to analyse interpret and evaluate information in a counselling context.

Associated Assessment Criteria:

- Communication is clear, understandable and effective and contributes to successful counselling engagements.
- Self management skills are applied to function effectively taking into account how perception of self is informed by culture and other factors.
- Routine records and reports of counselling interventions are maintained according to the requirements of the work context.
- Counselling interventions and service users are recorded and presented in a report.
- Language use is appropriate for audience and purpose.

International comparison:

- Learners who complete the Diploma in Counselling at the Learning institute: will be competent in interviewing skills and will achieve similar exit level outcomes in terms of communication and successful counselling relationships. The overviews of the modules Setting up as a counsellor and How to find clients, infer self management skills and ability to keep records and write reports.
- Learners who complete the Diploma at the Kenya Institute of Social Work and Training Development require competence in DCSE 1801 Communication Skills. It can be inferred that these are applied in a counselling context.
- Learners who complete the Australian Standards (AQF) in the training packages will be competent in four of the seven key competencies that are embedded in the Australian units and that correlate with this Exit Outcome:
 - Using mathematical ideas and techniques: The capacity to use mathematical ideas, such as number and space, and techniques such as estimation and approximation, for practical purposes.
 - Collecting, analysing and organising information: The capacity to locate information, sift and sort information in order to select what is required and to present it in a useful way, and evaluate both the information itself and the sources and methods used to collect it. The following unit of competency also relates to this skill:
 - Communicating ideas and information. The capacity to communicate effectively with others using the range of spoken, written, graphic and other non-verbal means of expression.
 - Solving problems. The capacity to apply problem solving strategies in purposeful ways both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking.

Additional units of competency in the Australian (AQF) qualifications that have synergies with the South African qualification are:

- BSBCM206A: Process and maintain workplace information.

- PSPREG407A: Conduct and record interviews.
- BSBATSIC403A: Maintain and protect culture.
- Learners who complete the Australian Institute of Professional Counsellors (AIPC) Standards are required to apply specialist interpersonal communication skills. Elements of self-management can be inferred from the following modules:
 - Work with clients intensively.
 - Develop, facilitate and monitor all aspects of case management.

Exit Level Outcome 2:

Apply interpersonal skills to counsel a client within own scope of practice.

Associated Assessment Criteria:

- Appropriate relationships are established with clients.
- Interpersonal skills demonstrate sensitivity to issues of culture and diversity.
- Interpersonal relationships are managed effectively.

International comparison:

- In the Learning Institute qualification the modules; "Interviewing skills" and "Counselling at work" indicate that there are outcomes relating to interpersonal skills and the counselling process.
- The Kenya Institute of Social Work and Training Development qualification has the following modules that appear to have synergies with the South African exit level outcome:
 - DCSE 1804 Counselling Theories.
 - DCSE 1805 Counselling Process & Practice.
 - DCSE 1808 Group Counselling.
 - DCSE 1814 Cross Cultural Counselling.
 - DCSE 1818 Counselling Practicum.
- In the Australian Standards (AQF) in the Training Packages, Learners' interpersonal skills are developed as one of the seven embedded key skills on the Australian Qualifications Framework, and competence is assessed through working with others and in teams. This would include the capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal. The following units of competency in the Australian (AQF) qualifications appear to have synergies with the South African Qualification and learners who achieve the Further Education and Training Certificate: Counselling Qualification should have achieved the generic competencies:
 - CHCCOM3C Utilise specialist communication skills to build strong relationships.
 - CHCCS405A Work effectively with culturally diverse clients and co-workers.
 - CHCNET4A Work with other services.
 - CHCCSL602A Facilitate the counselling relationship.
 - HLTHIR3A Work effectively with culturally diverse patients, clients, customers and co-workers.
- Learners who complete the Australian Institute of Professional Counsellors (AIPC) Diploma are required to, "Apply specialist interpersonal communication skills".

Exit Level Outcome 3:

Apply knowledge of counselling skills and techniques within own scope of practice.

Associated Assessment Criteria:

- Counselling is in accordance with established principles, ethics and protocols for counselling.
- Counselling is appropriate to the given need and context.
- Counselling facilitates a process towards the client finding a solution.
- Recommendations for appropriate interventions are made on the basis of the screening.
- Clients are appropriately referred where necessary.
- The role and benefits of supervision are explained for own context.

International comparison:

● In the Learning Institute qualification there are modules that relate to counselling that is appropriate to a given need and context, stress, depression and suicide, life and love, sexuality and partnerships, counselling young people, substance abuse, the elderly, death and bereavement counselling and counselling at work. The course is based on UK standards and is UK accredited and has international students. There is no evidence that it has been contextualised for the African context.

● Six modules of the Kenya Institute of Social Work and Training Development's Counselling Diploma relate to counselling that is appropriate to a given need and context:

- DCSE 1810 Seminar on HIV/AIDS.
- DCSE 1811 Marriage and Family Counselling.
- DCSE 1812 Counselling Children, Youth & Adults.
- DCSE 1813 Terminal Illness, Death and Dying.
- DCSE 1815 Substance Abuse Rehabilitation.
- DCSE 1816 Stress Management.

● The Australian Standards (AQF) include standards that will develop competencies similar to those in the Further Education and Training Certificate: Counselling Qualification. Many of the topics in the Australian standards are included in the South African Unit Standards as Specific Outcomes or Assessment Criteria:

- CHCCS8A Provide first point of contact.
- CHCCSL601A Work within a structured counselling process.
- CHCCSL604A Reflect and improve upon counselling skills.
- CHCDIS7B Design and adapt surroundings to group requirements.
- CHCGROUP1B Support the activities of existing groups.
- CHCGROUP2C Support group activities.
- CHCGROUP3C Plan and conduct group activities.
- CHCCS301A Work within a legal and ethical framework.

The South African Qualification does not specifically focus on counselling young people and the elderly or counselling seriously depressed individuals. Similar Unit Standards could be added to the qualification at a later date should the need arise at NQF Level 4. The following Australian Units of competence relate to counselling that is appropriate to a given need and context. Most of the issues are dealt with in the electives of the Further Education and Training Certificate: Counselling Qualification:

- CHCFC20B Promote the ethical understandings of children.
- CHCTC2A Undertake telephone counselling.
- CHCCS401A Facilitate co-operative behaviour.
- CHCCS6B Assess and deliver services to clients with complex needs.
- CHCDFV3B Provide crisis intervention and support to those experiencing domestic and family violence.
- CHCYTH7C Respond to critical situations.
- CHCYTH8B Manage service response to young people in crisis.
- CHCTC3A Provide counselling in crisis situations.
- CHCYTH4C Support young people in crisis.

- CHCYTH8B Manage service response to young people in crisis.
- Recognise and respond to domestic and family violence.
- CHCDFV3B Provide crisis intervention and support to those experiencing domestic and family violence.
- CHCYTH7C Respond to critical situations.
- CHCTC3A Provide counselling in crisis situations.
- CHCTC4A Provide competent suicide intervention over the telephone.
- CHCAOD1C Introduction to alcohol and other drugs work.
- CHCAOD2C Orientation to the alcohol and other drugs work.
- CHCAOD4C Support people with alcohol and/or other drug issues.
- CHCAOD6B Work with clients who are intoxicated.
- CHCAOD8C Assess the needs of clients who have alcohol and/or other drugs issues.
- CHCAOD10A Work with clients who have alcohol and/or other drugs issues.

While there is not a specific Exit Outcome equivalent to the following Australian (AQF) standards, the Further Education and Training Certificate: Counselling Qualification includes Electives with similar competencies including counselling people in domestic relationships:

- CHCCS404A Facilitate family intervention strategies.
- CHCCW14A Design and supervise family intervention strategies.
- CHCDFV1B Recognise and respond to domestic and family violence.
- CHCDFV2B Manage own professional development in responding to domestic and family violence.
- CHCDFV3B Provide crisis intervention and support to those experiencing domestic and family violence.
- CHCDFV4B Promote community awareness of domestic and family violence.
- CHCDFV5B Counsel clients affected by domestic and family violence.
- CHCDFV6B Provide domestic and family violence support in Aboriginal and Torres Strait Islander communities.
- CHCDFV7B Provide domestic and family violence support in non-English speaking background communities.
- CHCDFV8B Provide support to children affected by domestic and family violence.
- CHCRF2A Provide intervention support to children and families.
- CHCRF11B Work in partnership with families to care for the child.

The Australian Institute of Professional Counsellors (AIPC) Standards include the following outcomes that are included in the Further Education and Training Certificate: Counselling Qualification:

- Apply personality and human development theories.
- Plan stress management programs.
- Apply family therapy processes.
- Work with clients intensively.
- Develop, facilitate and monitor all aspects of case management.
- Apply issues relating to counselling abuse.
- Processes Plan and conduct group activities.
- Work within an ethical and legal framework.
- Apply counselling interview skills.
- Facilitate the counselling process.
- Plan and conduct group activities.

Exit Level Outcome 4:

Apply knowledge of health and wellness in a counselling context.

Associated Assessment Criteria:

- The relationship between human behaviour and health and wellness is explained in terms of short term interventions and potential long term effects.
- Knowledge of the relationship between health and wellness, the community and the environment is applied to promote wellbeing.

International Comparison:

- The Kenya Institute of Social Work and Training Development's Counselling Diploma addresses issues of health and wellness to some extent in the module, DCSE 1813 Terminal Illness, Death and Dying.
- In the Australian Standards (AQF) learners are required to:
 - CHCCN11C Establish, manage and monitor the implementation of a safe and healthy environment.
 - CHCHPROM1A Share health information.
 - CHCHPROM2A Implement health promotion and community intervention.
 - CHCCED301A Facilitate provisions of information to clients in the area of sexual and reproductive health.
 - CHCCS406A Provide education and support on health, wellbeing and parenting.
 - CHCHPROM2A Implement health promotion and community intervention.

These Australian outcomes could include the same basic knowledge as the Unit Standards in the Further Education and Training Certificate: Counselling Qualification, but the context is providing health services (which may include counselling) while the Further Education and Training Certificate: Counselling Qualification focus is on counselling clients about health and wellness issues.

Comparison against the Exit Level Outcomes for the Critical Cross-Field Outcomes of the Further Education and Training Certificate: Counselling Qualification:

There is insufficient detail provided in the course overviews to enable a comparison of the Exit Level Outcomes for the Critical Cross-Field Outcomes of the South African Qualification with the Learning Institute qualifications, The Kenya Institute of Social Work and Training Development's Counselling Diploma (KAPC) counselling course or the Australian Institute of Professional Counsellors (AIPC) Diploma.

- The South African learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in counselling a client within own scope of practice.

Australian Standards (AQF):

Problem Solving is embedded within the Community Services Training Package units of competency and qualifications as one of the Seven Key Competencies (Similar to South Africa's Critical Cross Field Outcomes). The capacity to apply problem solving strategies in purposeful ways both in situations where the problem and the solution are clearly evident and in situations requiring creative thinking and a creative approach to achieving an outcome are embedded across the units of competency.

- The South African learner is able to work effectively with others as a member of a team, group, organisation or community in that most counsellors at this level operate in communities and work in teams.

Australian Standards (AQF):

Working with others and in teams is one of the seven key skills embedded in the Australian unit standards. This includes the capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal. In addition the following unit standard, CHCCS401A Facilitate co-operative behaviour, includes competencies of working as a team with the client.

Section 2:

- The South African learner is able to organise and manage him/herself and his/her own activities responsibly and effectively in counselling in a structured environment and writing the required reports and keeping routine records of counselling interventions according to the requirements of the work context.

Australian Standards (AQF):

Planning and organising activities is one of the seven key skills embedded in the Australian unit standards. This includes the capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance:

- The South African learner is able to collect, organise and critically evaluate information in screening a client to determine needs and recommend appropriate interventions.

Australian Standards (AQF):

- Collecting, analysing and organising information is one of the seven key competencies that are embedded in the Australian units. In addition the following unit of competency relates to this skill:

- PSPGOV406A Gather and analyse information.
- CHCOHS502A Evaluate and improve workplace OHS management system.

- The South African learner is able to communicate effectively in counselling clients.

Australian Standards (AQF):

- Communicating ideas and information is one of the seven key competencies that are embedded in the Australian units. In addition the following units of competency relates to this skill:

- CHCCOM1B Communicate with people accessing the services of the organisation.
- CHCCOM2B Communicate appropriately with clients and colleagues.
- CHCCOM3C Utilise specialist communication skills to build strong relationships.
- CHCCOM4B Develop, implement and promote effective communication techniques.

- The South African learner is able to use science and technology effectively in maintaining records on a database. And a creative approach to achieving an outcome.

Australian Standards (AQF):

Using technology is one of the seven key skills embedded in the Australian unit standards. This includes the capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.

- The South African learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in understanding the relationship between human behaviour and health and wellness in terms of short term interventions and potential long term effects.

Australian Standards (AQF):

- CHCCS402A Respond holistically to client issues.
- CHCNET4A Work with other services.
- The South African learner is able to reflect on and explore a variety of strategies to learn more effectively in reflecting on own practice.

Australian Standards (AQF):

- CHCCSL604A Reflect and improve upon counselling skills.
- CHCMED407A Reflect and improve upon professional mediation practice.
- CHCORG28A Reflect and improve upon professional practice.
- The South African learner is able to participate as a responsible citizen in the life of local, national and global communities in counselling within a structured environment.

Australian Standards (AQF):

Work in the Community Services industry reflects a complex inter-relationship of duty of care, ethical behaviours, personal values, service delivery standards, and methodologies. It involves:

- Working with individuals, the family, groups and the community.
- Focussing on community benefits including maximising community development.
- Unpaid and paid work.
- Essential knowledge will include legal and organisational requirements relating to duty of care, confidentiality and ethical practices.
- The South African learner is able to demonstrate cultural sensitivity across a range of counselling contexts in applying knowledge of interpersonal relationships to enhance the effectiveness of the counselling process.

Australian Standards (AQF):

The training packages require learners to working successfully with cultural diversity including:

- Females and males across a range of age groups.
- People from linguistically and culturally diverse backgrounds.
- Aboriginal people and Torres Strait Islander people.
- People with mental and other health issues, and those with developmental differences.
- CHCCS405A Work effectively with culturally diverse clients and co-workers.

Overall comparison:

The Learning Institute:

- The competencies included in "Setting up as a counsellor", "How to find clients" and "The advanced counsellor" appear to emphasise outcomes relating to establishing a practice and the related competencies which are not included in the South African qualification.

- The course targets an international online learning community and the overview does not give an indication of how the material is contextualised for the African context.
- The assessment and moderation of the course does not appear to require practical/observation or supervision which is strongly emphasised in the South African qualification. The assessments referred to include:
 - Ten assignments, marked with personal advice by an experienced tutor
 - Self-assessment exercises that occur throughout the course to help the learner get organised as a counsellor.

The Kenya Institute of Social work and Training Development:

The unit titles appear to have synergies with the outcomes and competencies of the fundamental and core skills of the South African Qualification. However, the South African Qualification has greater scope in terms of its Electives for areas of specialisation.

Australian qualifications:

- The primary difference between the registered Australian unit standards and the South African qualification lies in the packaging, purpose and structure of the qualifications. Since the Australian Qualifications focus on community development and support, the core skills are about more than finding solutions to clients concerns or difficulties. The competencies include providing care, e.g. feeding for the elderly or presenting cases in court. However, learners exiting the Australian (AQF) qualification who have counselling related credits will have similar competencies to the South African learners, depending on the electives included by individual learners. The Australian (AQF) electives are not as specialised as the Unit Standards that are Core in the Further Education and Training Certificate: Counselling Qualification and Australian learners may therefore be more skilled in community work and less skilled in counselling than their South African counterparts.
- If only the counselling related standards are compared, the South African Unit Standards meet similar outcomes to the Australian outcomes. On the Core side the South African standards appear to have more substance related to the competencies of counselling. However in the areas of specialisation, the Australian units have more in depth competencies relating to the specific areas of specialisation for example in areas such as: the specific needs of children, the youth, the aged and telephone counselling.
- The focus of the South African Qualification is on the competencies relating to counselling and the purpose of the qualification is not as broad as of the Australian community development training packages which include counselling as an elective. There are therefore no competencies in the South African Qualification that include hands on involvement (e.g. CHCAC2C Provide personal care,) as this is not the purpose of the South African Qualification. The competent learner exiting the South African Qualification will be able to refer the client in instances where they are unable to provide practical assistance to the client.
- Other than two qualifications at level 2 and 3 specialising in telephone counselling and one qualification in financial counselling there does not appear to be a qualification equivalent on the Australian framework that meets the purposes of the Further Education and Training Certificate: Counselling Qualification for counsellors who are not trained psychologists. In the Australian (AQF) qualifications, counselling is an additional competency while counselling is Core in the South African Qualification.
- The Australian Institute of Professional Counsellors (AIPC) course is a better match for the purposes of the South African Qualification although there appears to be a greater emphasis on psychology. The Institute brochure states specifically that prospective learners should not

confuse the course with psychology, but there are modules that cover all the major schools of psychology.

Conclusion

The closest matches to the proposed South African Qualification are the Kenya Institute of Social work and Training Development and the Australian Institute of Professional Counsellors (AIPC). The Further Education and Training Certificate: Counselling Qualification reflects the outcomes and competencies of both courses and it appears that the South African qualification is relevant in other parts of Africa and the world.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- ID 49872: Further Education and Training Certificate: Victim Empowerment Coordination, NQF Level 4.
- ID 23993: Further Education and Training Certificate: Social Auxiliary Work, NQF Level 4.
- ID 49093: Further Education and Training Certificate: Child and Youth Care Work, NQF Level 4.
- ID 49131: Further Education and Training Certificate: Community Health Work, NQF Level 4.
- ID 23094: Further Education and Training Certificate: Development Practice, NQF Level 4.

This Qualification articulates vertically with the following Qualification:

- ID 23095: Higher Education and Training Certificate: Development Practice, NQF Level 5.
- ID Psychology related Qualifications at NQF Level 5.
- ID Social Work related Qualification at NQF Level 5.
- ID Human Sciences related Qualifications at NQF Level 5.

MODERATION OPTIONS

This Qualification will be internally assessed and externally moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA:

- Moderators, competent at the level of the Qualification, are registered by a relevant accredited ETQA to ensure that the standard across assessors is consistent.
- Moderators must be registered as assessors with the relevant ETQA.
- Moderators are required to report to a relevant accredited ETQA.
- A relevant accredited ETQA will monitor and quality assure moderation and assessment according to guidelines in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

This Qualification will be internally assessed by the provider and moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA:

- Assessors must be registered as assessors with a relevant accredited ETQA.
- Moderators, competent at the level of the Qualification are registered by a relevant accredited ETQA to ensure that the standard across assessors is consistent.
- Providers must be accredited as providers with a relevant accredited ETQA.
- Assessors should be in possession of a relevant insurance Qualification at NQF level 5 or higher.

NOTES

N/A

UNIT STANDARDS

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119472	Accommodate audience and context needs in oral/signed communication	Level 3	5
Fundamental	119457	Interpret and use information from texts	Level 3	5
Fundamental	119467	Use language and communication in occupational learning programmes	Level 3	5
Fundamental	119465	Write/present/sign texts for a range of communicative contexts	Level 3	5
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5
Fundamental	119469	Read/view, analyse and respond to a variety of texts	Level 4	5
Fundamental	9016	Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4
Fundamental	119471	Use language and communication in occupational learning programmes	Level 4	5
Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6
Fundamental	119459	Write/present/sign for a wide range of contexts	Level 4	5
Core	244611	Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2
Core	244589	Identify causes of stress and techniques to manage it in the workplace	Level 3	2
Core	252513	Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing	Level 4	3
Core	117860	Apply knowledge of interpersonal relationships to enhance the effectiveness of the counselling process	Level 4	8
Core	252512	Counsel an individual in a structured environment	Level 4	12
Core	252697	Demonstrate knowledge and understanding of an individual's rights in a specific helping context	Level 4	3
Core	117866	Demonstrate knowledge and understanding of ethical and legal aspects relating to counselling	Level 4	5
Core	117849	Facilitate a group counselling process	Level 4	8
Core	117863	Promote health and wellness in a selected context	Level 4	2
Core	117873	Screen a client to determine needs	Level 4	8
Elective	244574	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	Level 3	4
Elective	116966	Apply knowledge of self and own situation to manage risks resulting from change in the workplace	Level 3	3
Elective	244568	Demonstrate knowledge and understanding of effective study methods and techniques	Level 3	3
Elective	244571	Describe how to manage anxiety and depression in the workplace	Level 3	2
Elective	244578	Describe how to manage reactions arising from a traumatic event	Level 3	2
Elective	244575	Describe how to manage risks associated with abuse in the workplace	Level 3	3
Elective	244581	Describe how to manage substance abuse and addiction in the workplace	Level 3	2
Elective	244572	Describe how to manage workplace relationships	Level 3	2
Elective	244577	Describe how to support employees who are affected by a dread disease	Level 3	2
Elective	244591	Design ways in which individuals in a community can contribute towards creating a caring environment for people who are vulnerable	Level 3	3
Elective	244579	Explain how to manage diversity in the workplace	Level 3	2
Elective	113907	Explain the impact of personal wellness on work performance	Level 3	2
Elective	114216	Explain the manager's role in identifying and referring vulnerable or at risk employees	Level 3	3
Elective	114966	Explain the types of compulsory statutory insurance in South Africa	Level 3	2

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Elective	119722	Identify intervention services and provide support to children and youth victims of abuse and neglect	Level 3	4
Elective	119914	Identify possible ways of improving employment prospects	Level 3	3
Elective	244582	Investigate the challenges associated with the reasonable accommodation of people with disability in the workplace	Level 3	3
Elective	114960	Investigate the need to provide financially for own retirement	Level 3	3
Elective	244584	Investigate ways of contributing towards community development	Level 3	5
Elective	114984	Manage electronic mail in a business environment	Level 3	2
Elective	119915	Manage personal expenditure	Level 3	3
Elective	114970	Manage risk in own life	Level 3	3
Elective	117171	Manage time effectively to enhance productivity and enable a balanced lifestyle	Level 3	2
Elective	114979	Operate a computer workstation in a business environment	Level 3	2
Elective	119732	Provide support to victims of domestic violence	Level 3	4
Elective	119725	Provide support to victims of sexual offences	Level 3	4
Elective	119681	Research costs associated with marriage, birth, divorce and death in own circumstances	Level 3	4
Elective	114980	Use a presentation package to produce business documents	Level 3	3
Elective	114977	Use a spreadsheet package to produce and manage business documents	Level 3	3
Elective	114975	Use a web browser in a business environment	Level 3	3
Elective	114978	Use a word processing package to produce business documents	Level 3	3
Elective	110053	Conduct a basic community needs assessment	Level 4	12
Elective	8555	Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4
Elective	252510	Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for counselling purposes	Level 4	3
Elective	252143	Demonstrate knowledge and understanding of the basic principles of personal income tax	Level 4	4
Elective	252142	Demonstrate knowledge and understanding of the basic principles of tax on individuals or businesses, trading and professional activities	Level 4	5
Elective	252530	Demonstrate knowledge and understanding of the counseling of people in domestic relationships	Level 4	3
Elective	252531	Demonstrate knowledge and understanding of trauma and skills for supportive counselling	Level 4	6
Elective	252511	Demonstrate knowledge of dread diseases to effectively manage an infected or affected client	Level 4	5
Elective	116493	Demonstrate understanding of tolerance in human relations	Level 4	6
Elective	119662	Describe the relevance of human rights and democratic practices in South African society	Level 4	8
Elective	114208	Develop a strategy to manage compromised employee wellbeing	Level 4	3
Elective	117507	Develop and implement a client ARV treatment plan	Level 4	6
Elective	116486	Explain personal and social responsibility in decision making	Level 4	5
Elective	114212	Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit	Level 4	3
Elective	117158	Investigate ways of managing financial risk in own lives	Level 4	5
Elective	252532	Provide on-going counselling and support to individuals infected or affected by HIV and AIDS	Level 4	3
Elective	252533	Provide pre and post HIV test counselling	Level 4	5

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION**None**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Facilitate a group counselling process

SAQA US ID	UNIT STANDARD TITLE		
117849	Facilitate a group counselling process		
ORIGINATOR	PROVIDER		
SGB Psychology			
FIELD	SUBFIELD		
7 - Human and Social Studies	General Social Science		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Describe the elements of successful group counselling.

SPECIFIC OUTCOME 2

Explain a group counselling process.

SPECIFIC OUTCOME 3

Apply a group counselling process to a counselling interaction in a selected context.

SPECIFIC OUTCOME 4

Reflect on a group counselling interactions.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Core	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	49993	National Certificate: Auxiliary Nursing	Level 3	2008-11-30
Elective	49257	National Certificate: Conflict Management and Transformation	Level 5	2008-02-09



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply knowledge of interpersonal relationships to enhance the effectiveness of the counselling process

SAQA US ID	UNIT STANDARD TITLE		
117860	Apply knowledge of interpersonal relationships to enhance the effectiveness of the counselling process		
ORIGINATOR			PROVIDER
SGB Psychology			
FIELD			SUBFIELD
7 - Human and Social Studies			General Social Science
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Explain different types of relationship.

SPECIFIC OUTCOME 2

Investigate factors that impact on interpersonal relationships.

SPECIFIC OUTCOME 3

Demonstrate skills and techniques for managing interpersonal relationships.

SPECIFIC OUTCOME 4

Demonstrate ability to manage self in relation to others.

SPECIFIC OUTCOME 5

Explore aspects of inter-cultural communication that have implications for relationships.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Core	49256	Further Education and Training Certificate: Counselling	Level 4	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Promote health and wellness in a selected context

SAQA US ID	UNIT STANDARD TITLE		
117863	Promote health and wellness in a selected context		
ORIGINATOR	PROVIDER		
SGB Psychology			
FIELD	SUBFIELD		
7 - Human and Social Studies	General Social Science		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	2

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Identify environments for the promotion of health and wellness.

SPECIFIC OUTCOME 2

Investigate personal factors that impact on or influence health and wellness.

SPECIFIC OUTCOME 3

Analyse information relating to health and wellness from the media.

SPECIFIC OUTCOME 4

Communicate a message to a selected audience.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Core	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	49993	National Certificate: Auxiliary Nursing	Level 3	2008-11-30



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of ethical and legal aspects relating to counselling

SAQA US ID		UNIT STANDARD TITLE	
117866		Demonstrate knowledge and understanding of ethical and legal aspects relating to counselling	
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Explain ethical practice in a counselling context.

SPECIFIC OUTCOME 2

Analyse ethical principles and legal aspects relating to counselling practice.

SPECIFIC OUTCOME 3

Apply ethical principles to own scope of practice.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Core	49256	Further Education and Training Certificate: Counselling	Level 4	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:**Screen a client to determine needs**

SAQA US ID	UNIT STANDARD TITLE		
117873	Screen a client to determine needs		
ORIGINATOR			PROVIDER
SGB Psychology			
FIELD			SUBFIELD
7 - Human and Social Studies			General Social Science
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	8

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Explain human development.

SPECIFIC OUTCOME 2

Differentiate between functional and dysfunctional behaviour.

SPECIFIC OUTCOME 3

Describe the impact of lifestyle orientation on behaviour and adaptation.

SPECIFIC OUTCOME 4

Identify causes and signs of wellness dysfunction.

SPECIFIC OUTCOME 5

Conduct screening.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Core	49256	Further Education and Training Certificate: Counselling	Level 4	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for counselling purposes

SAQA US ID	UNIT STANDARD TITLE		
252510	Demonstrate knowledge and understanding of HIV and AIDS, other Sexually Transmitted Infections (STIs) and Tuberculosis (TB) for counselling purposes		
ORIGINATOR	PROVIDER		
SGB Psychology			
FIELD	SUBFIELD		
7 - Human and Social Studies	General Social Science		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	3

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Explain Human Immunodeficiency Virus (HIV) and the progression of the disease.

SPECIFIC OUTCOME 2

Explain mother to child transmission.

SPECIFIC OUTCOME 3

Explain Sexually Transmitted Infections (STIs) and their relationship to HIV and AIDS.

SPECIFIC OUTCOME 4

Explain the relationship of Tuberculosis (TB) to AIDS.

SPECIFIC OUTCOME 5

Investigate possible treatment options and programmes.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Elective	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	59429	National Certificate: Inclusive Education	Level 5	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge of dread diseases to effectively manage an infected or affected client

SAQA US ID		UNIT STANDARD TITLE	
252511		Demonstrate knowledge of dread diseases to effectively manage an infected or affected client	
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Explain the prognosis and treatment options for the most common dread diseases.

SPECIFIC OUTCOME 2

Research individual perceptions of illness.

SPECIFIC OUTCOME 3

Explore own perceptions of illness as a counsellor.

SPECIFIC OUTCOME 4

Explain the basics of crisis counselling.

SPECIFIC OUTCOME 5

Research issues relating to disease management.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Elective	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	59429	National Certificate: Inclusive Education	Level 5	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Counsel an individual in a structured environment

SAQA US ID	UNIT STANDARD TITLE		
252512	Counsel an individual in a structured environment		
ORIGINATOR			PROVIDER
SGB Psychology			
FIELD			SUBFIELD
7 - Human and Social Studies			General Social Science
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	12

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
114478	Conduct basic lay counselling in a structured environment	Level 4	15	Will occur as soon as 252512 is registered

SPECIFIC OUTCOME 1

Explain the functions and scope of practice of a counsellor.

SPECIFIC OUTCOME 2

Set up an enabling counselling environment.

SPECIFIC OUTCOME 3

Explain the principles and processes of counselling.

SPECIFIC OUTCOME 4

Explain the role of values and attitudes in behaviour and counselling.

SPECIFIC OUTCOME 5

Apply a counselling process in a specific context.

SPECIFIC OUTCOME 6

Reflect on the counselling process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Core	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	59429	National Certificate: Inclusive Education	Level 5	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing

SAQA US ID	UNIT STANDARD TITLE		
252513	Apply established strategies and procedures to deal with risk behaviour and promote personal wellbeing		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

This unit standard replaces:

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
114483	Identify and apply strategies to deal with risk behaviour to promote psychological health and wellness	Level 4	6	Will occur as soon as 252513 is registered

SPECIFIC OUTCOME 1

Explain risk behaviour.

SPECIFIC OUTCOME 2

Explain the promotion of well being.

SPECIFIC OUTCOME 3

Explain human motivation and behavioural change.

SPECIFIC OUTCOME 4

Use accepted strategies and techniques to facilitate a behavioural change.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Core	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	59429	National Certificate: Inclusive Education	Level 5	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of the counseling of people in domestic relationships

SAQA US ID		UNIT STANDARD TITLE	
252530		Demonstrate knowledge and understanding of the counseling of people in domestic relationships	
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Describe the different types of domestic units.

SPECIFIC OUTCOME 2

Explain the changing nature of a relationship.

SPECIFIC OUTCOME 3

Counsel a couple or domestic unit.

SPECIFIC OUTCOME 4

Refer couples or domestic units with specific needs and problems.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Elective	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	59429	National Certificate: Inclusive Education	Level 5	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of trauma and skills for supportive counselling

SAQA US ID	UNIT STANDARD TITLE		
252531	Demonstrate knowledge and understanding of trauma and skills for supportive counselling		
ORIGINATOR	PROVIDER		
SGB Psychology			
FIELD	SUBFIELD		
7 - Human and Social Studies	General Social Science		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Explain how a traumatic event impacts on an individual.

SPECIFIC OUTCOME 2

Describe how a counsellor should approach a client.

SPECIFIC OUTCOME 3

Demonstrate skills of supportive counselling.

SPECIFIC OUTCOME 4

Identify risk factors in the client's environment.

SPECIFIC OUTCOME 5

Reflect on the effect of a client's trauma on the counsellor.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Elective	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	59429	National Certificate: Inclusive Education	Level 5	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Provide on-going counselling and support to individuals infected or affected by HIV and AIDS

SAQA US ID	UNIT STANDARD TITLE		
252532	Provide on-going counselling and support to individuals infected or affected by HIV and AIDS		
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	3

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Discuss the emotional and spiritual needs of individuals infected or affected by HIV.

SPECIFIC OUTCOME 2

Discuss the physical and practical needs of individuals affected by HIV and AIDS.

SPECIFIC OUTCOME 3

Explain issues on the death of a spouse, parent or caregiver.

SPECIFIC OUTCOME 4

Explain basic rights and how to access services.

SPECIFIC OUTCOME 5

Explain how relationships are affected by HIV and AIDS.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Elective	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	59429	National Certificate: Inclusive Education	Level 5	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:*Provide pre and post HIV test counselling*

SAQA US ID		UNIT STANDARD TITLE	
252533		Provide pre and post HIV test counselling	
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	5

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Counsel and individual prior to an HIV test.

SPECIFIC OUTCOME 2

Counsel an individual after an HIV test.

SPECIFIC OUTCOME 3

Demonstrate skills and techniques required of an HIV counsellor.

SPECIFIC OUTCOME 4

Respond to queries about HIV and AIDS.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Elective	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	59429	National Certificate: Inclusive Education	Level 5	



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate knowledge and understanding of an individual's rights in a specific helping context

SAQA US ID		UNIT STANDARD TITLE	
252697		Demonstrate knowledge and understanding of an individual's rights in a specific helping context	
ORIGINATOR		PROVIDER	
SGB Psychology			
FIELD		SUBFIELD	
7 - Human and Social Studies		General Social Science	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	3

This unit standard does not replace any other unit standard and is not replaced by another unit standard.

SPECIFIC OUTCOME 1

Explain patients'/clients' rights.

SPECIFIC OUTCOME 2

Discuss international codes, charters and conventions relating to patients'/clients' rights.

SPECIFIC OUTCOME 3

Apply knowledge of relevant legislation and policy to patients'/clients' rights.

SPECIFIC OUTCOME 4

Explain the rights and responsibilities of counsellors and other healthcare providers.

QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL	END DATE
Core	49256	Further Education and Training Certificate: Counselling	Level 4	
Elective	59429	National Certificate: Inclusive Education	Level 5	