

No. 1250

28 December 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.saq.org.za](http://www.saq.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 1 February 2007**. All correspondence should be marked **Standards Setting – Child and Youth Care Work** and addressed to

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**DR. S. BHIKHA**

**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:**  
**Further Education and Training Certificate: Child and Youth Care Work**

SAQA QUAL ID	QUALIFICATION TITLE		
60209	Further Education and Training Certificate: Child and Youth Care Work		
ORIGINATOR		PROVIDER	
SGB Child and Youth Care Work			
QUALIFICATION TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	9 - Health Sciences and Social Services	Promotive Health and Developmental Services	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	165	Level 4	Regular-Unit Stds Based

**This qualification replaces:**

Qual ID	Qualification Title	NQF Level	Min Credits	Replacement Status
49093	Further Education and Training Certificate: Child and Youth Care Work	Level 4	155	Will occur as soon as 60209 is registered

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

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

- Auxiliary child and youth care workers.
- Persons who work in related fields such as social workers, pastoral counsellors, where knowledge and skill of C&YCW is an advantage.

Recipients of this Qualification will be able to:

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

Auxiliary workers will carry out their role at all times:

- Under the supervision of an appointed supervisor.
- As a member of a team.

Auxiliary workers will not be assigned full responsibility for the young person's welfare.

**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 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 at risk. Those who work with children 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 specialist input and time-related on-the-job mentored experience.

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

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED IN PLACE**

- Communication Skills at NQF Level 3 or equivalent.
- Mathematical Literacy at NQF Level 3.

**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.

There are also people who have been working in the sector for some time, and who have gained skills and expertise required through systematic on-the-job training or practical experience. The possibilities for incremental learning, which builds on generic social work and/or child care training, must be created if the sector is to make the equitable distribution of skills a reality. In this sense, the aim of this qualification is consistent with SAQA's own transformation goals, and with principles of access and articulation.

This Qualification can make an invaluable contribution to personal, organisational and sectoral skills development by providing for the recognition of the skills gained in this manner, through a systematic Recognition of Prior Learning (RPL) process. The Qualification can 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, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

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

### **QUALIFICATION RULES**

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification, learners are required to obtain a minimum of 165 credits as detailed below.

Fundamental Component:

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 credits.
- Communication at NQF Level 4 in a First South African Language to the value of 20 credits.
- Communication at NQF Level 3 in a Second South African Language to the value of 20 credits.

It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.

All Unit Standards in the Fundamental Component are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 103 credits, all of which are compulsory.

Elective Component:

The Elective Component consists of Unit Standards to the value of 35 credits. Learners are to choose Unit Standards to the minimum of 6 credits.

### **EXIT LEVEL OUTCOMES**

1. Communicate with and on behalf of young persons at risk for developmental and therapeutic ends.
2. Develop professional and personal competence in auxiliary child and youth care work.
3. Participate in development assessments of children and youth at risk.
4. Provide support for children and youth at risk.

Critical Cross-field Outcomes:

This qualification addresses the following critical cross-field outcomes, in the indicated Exit Level Outcomes:

Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made:

- Evident in Exit Level Outcome 3.

Working effectively with others as a member of a team, group, organisation or community:

- Evident in Exit Level Outcomes 1,3 and 4.

Organising and managing oneself and one's activities responsibly and effectively.

- Evident in Exit Level Outcomes 1, 3 and 4.

Collecting, analysing, organising and critically evaluating information:

- Evident in Exit Level Outcomes 2 and 3.

Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion:

- Evident in Exit Level Outcomes 1 and 2.

Using science and technology effectively and critically, showing responsibility towards the environment and health of others:

- Evident in Exit Level Outcomes 2, 3 and 4.

Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation:

- Evident in Exit Level Outcomes 1, 2, 3 and 4.

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

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

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

1.1 Interpersonal skills are used to engage with children and youth at risk in differing contexts, using appropriate strategies.

- Range:

- Contexts include but are not limited to: Situational, emotional, spiritual.
- Strategies include but are not limited to: Non-verbal cues, questioning, feedback.

1.2 Interactions with relationship-reluctant young people are successful in terms of eliciting responses.

1.3 Communications with young people and other team members are positive, supportive and constructive.

1.4 All communications must demonstrate sensitivity towards diversity in individuals.

- Range: Diversity includes but is not limited to: Gender, culture, religion, race, age, ethnicity, sexual orientation.

Associated Assessment Criteria for Exit Level Outcome 2:

2.1 Practices and procedures are compliant with the current relevant statutory and policy framework.

- 2.2 Interactions with children and youth at risk are consistent with the professional code of ethics.
- 2.3 Professional growth is demonstrated through the capacity to reflect on and express own practice.
- 2.4 Consultation with and response to personal supervision indicates own professional development.
- 2.5 Application of the development approach to therapeutic work is demonstrated in child and youth care services delivery.

Associated Assessment Criteria for Exit Level Outcome 3:

- 3.1 Development assessment activities and interactions with children and youth at risk contribute to their holistic care and development.
- 3.2 The accuracy of observations, record keeping and reporting indicates an understanding of the importance of development assessments of children and youth at risk.
- 3.3 Solutions are suggested to the supervisor for observed common problems.

Associated Assessment Criteria for Exit Level Outcome 4:

- 4.1 The rights of children and youth at risk are upheld and promoted within the organisational structure.
- 4.2 The role of teamwork and supervision is upheld in all interactions with children and youth at risk and staff members.
- 4.3 Activities are engaged in and support techniques are applied in a manner that ensures the best interests of the young person at risk.

Integrated Assessment:

Assessment should take place within the context of:

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

Assessment will take place according to the detailed specifications indicated in the unit standards above.

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

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

### **INTERNATIONAL COMPARABILITY**

There are no relevant qualifications in Africa or the SADC region at present. This qualification is seen as critical for the SADC 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 and Tanzania. Representatives of these countries have already attended All-Africa conferences on Child and Youth Care Work.

Child and Youth Care Work in South Africa has representation on the Federation of International Educative Communities (FICE): The UNESCO body dealing with children in residential facilities.

International qualifications were examined to ensure that the qualifications model and unit standards proposed are comparable in terms of qualification levels, scope of qualifications, and competencies covered.

Qualifications from the following countries were sourced for comparison:

- Canada.
- New Zealand.
- Australia.

In more detail, the reviewed qualifications include:

1. 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.

2. New Zealand:

National Certificate in Family and Foster Care (Level 4) with an optional strand in Caregiving for Young People.

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

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

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

3. Australia:

Children's Services:

CHC30402 Certificate III in Children's Services:

This qualification covers workers who use organisational policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. CHC41802 Certificate IV in Community Services (Protective Care).

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

CHC30602 Certificate III in Youth Work:

This qualification covers workers who provide support to young people through a range of community-based programs designed to address the social, behavioural, health, welfare,

developmental and protection needs of young people. The qualification also covers youth workers who are employed in juvenile detention facilities. This work may be undertaken through employment in community, government and welfare agencies, will be directed by the policies and guidelines of the employing agency and will be conducted under supervision of senior staff who may or may not be youth workers.

#### 4. Conclusion:

#### Findings concerning comparability:

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

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

### ARTICULATION OPTIONS

#### Horizontal Articulation:

- ID 23993: Further Education and Training Certificate: Social Auxiliary Work, NQF Level 4.
- ID 50041: Further Education and Training Certificate: Probation Work, NQF Level 4.
- ID 58396: Further Education and Training Certificate: Community Development, NQF Level 4.

#### Vertical Articulation:

- ID 59236: National Diploma: Nursing, NQF Level 5.
- ID 23994: Bachelor: Social Work, NQF Level 7.

### MODERATION OPTIONS

- Assessors and moderators must be accredited by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA. Assessors are assumed to have competence equivalent to this qualification, or above.
- Moderation of assessment will be overseen by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA, according to moderation principles and the agreed ETQA procedures.
- Providers offering learning towards this qualification or the component unit standards must be accredited by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

### NOTES

This qualification replaces qualification 49093, "Further Education and Training Certificate: Child and Youth Care Work", Level 4, 155 credits.

### 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

Source: National Learners' Records Database

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	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
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	254185	Apply basic communication skills in interactions with children and youth at risk	Level 3	8
Core	254181	Demonstrate a basic understanding of the fundamentals of child and youth care work	Level 3	10
Core	254178	Demonstrate basic caring skills for children and youth at risk	Level 3	6
Core	254176	Promote and uphold the rights of children and youth	Level 3	4
Core	254184	Apply behaviour management and support techniques in routine child and youth care work contexts	Level 4	10
Core	254183	Apply personal development strategies and skills to enhance effective service delivery in child and youth care work	Level 4	7
Core	254187	Demonstrate basic interpersonal skills with children and youth at risk, and their families	Level 4	12
Core	254182	Demonstrate knowledge of activities within programming, and implement activities in child and youth care work	Level 4	10
Core	254180	Demonstrate knowledge of lifespan development theories for application in child and youth care work	Level 4	5
Core	254174	Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk	Level 4	5
Core	254175	Describe the use of relationships for developmental and therapeutic ends in child and youth care work	Level 4	8
Core	254177	Observe record and report in a child and youth care work context	Level 4	5
Core	254186	Participate in a developmental assessment	Level 4	8
Core	254179	Work as part of a team, under supervision, with children and youth at risk	Level 4	5
Elective	116534	Carry out basic first aid treatment in the workplace	Level 3	2
Elective	244581	Describe how to manage substance abuse and addiction in the workplace	Level 3	2
Elective	117493	Provide information about HIV and AIDS and treatment options in community care and support situations	Level 3	6
Elective	252195	Identify expertise and resources	Level 4	3
Elective	120375	Participate in the estimation and preparation of cost budget for a project or sub project and monitor and control actual cost against budget	Level 4	6
Elective	242877	Advise stakeholders on the management of a skills development programmes	Level 5	8
Elective	14020	Monitor budgets related to community projects	Level 5	8

#### LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

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

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
254174	Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Child and Youth Care Work			
<b>FIELD</b>		<b>SUBFIELD</b>	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	5

***This unit standard replaces:***

<b>US ID</b>	<b>Unit Standard Title</b>	<b>NQF Level</b>	<b>Credits</b>	<b>Replacement Status</b>
117183	Demonstrate knowledge of the developmental approach to therapeutic work with children and youth at risk	Level 4	5	Will occur as soon as 254174 is registered

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

Describe and explain the developmental approach to therapeutic work within a multi-disciplinary team context.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

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

SAQA US ID	UNIT STANDARD TITLE		
254175	Describe the use of relationships for developmental and therapeutic ends in child and youth care work		
ORIGINATOR	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 4	8

*This unit standard replaces:*

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117189	Describe the use of relationships for developmental and therapeutic ends in child and youth care work	Level 4	8	Will occur as soon as 254175 is registered

### SPECIFIC OUTCOME 1

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

### SPECIFIC OUTCOME 2

Describe key elements in building and maintaining therapeutic relationships.

### SPECIFIC OUTCOME 3

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

### SPECIFIC OUTCOME 4

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

### QUALIFICATIONS UTILISING THIS UNIT STANDARD

	ID	QUALIFICATION TITLE	LEVEL
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Promote and uphold the rights of children and youth*

SAQA US ID	UNIT STANDARD TITLE		
254176	Promote and uphold the rights of children and youth		
ORIGINATOR	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 3	4

*This unit standard replaces:*

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117177	Promote and uphold the rights of children and youth	Level 3	4	Will occur as soon as 254176 is registered

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

Demonstrate understanding of child rights for own work context.

**SPECIFIC OUTCOME 3**

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

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Observe record and report in a child and youth care work context*

SAQA US ID	UNIT STANDARD TITLE		
254177	Observe record and report in a child and youth care work context		
ORIGINATOR	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 4	5

*This unit standard replaces:*

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117173	Observe, record and report as an auxiliary child and youth care worker in child and youth care work context	Level 4	5	Will occur as soon as 254177 is registered

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

Observe behaviour within a selected observation framework.

**SPECIFIC OUTCOME 3**

Record observations as part of a developmental assessment.

**SPECIFIC OUTCOME 4**

Report observations and interpretations.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Demonstrate basic caring skills for children and youth at risk*

SAQA US ID	UNIT STANDARD TITLE		
254178	Demonstrate basic caring skills for children and youth at risk		
ORIGINATOR	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 3	6

*This unit standard replaces:*

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117181	Demonstrate basic caring skills for children and youth at risk	Level 3	6	Will occur as soon as 254178 is registered

**SPECIFIC OUTCOME 1**

Demonstrate understanding of key aspects of developmental and therapeutic care.

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

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

**SPECIFIC OUTCOME 4**

Display cultural competence throughout care.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Work as part of a team, under supervision, with children and youth at risk*

SAQA US ID	UNIT STANDARD TITLE		
254179	Work as part of a team, under supervision, with children and youth at risk		
ORIGINATOR	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 4	5

*This unit standard replaces:*

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117178	Work as part of a team, under supervision, with children and youth at risk	Level 4	5	Will occur as soon as 254179 is registered

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

Demonstrate understanding of multi-disciplinary team work.

**SPECIFIC OUTCOME 3**

Contribute to effective delivery in a multi-disciplinary team.

**SPECIFIC OUTCOME 4**

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

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

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

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
254180	Demonstrate knowledge of lifespan development theories for application in child and youth care work		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Child and Youth Care Work			
<b>FIELD</b>	<b>SUBFIELD</b>		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	5

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117186	Demonstrate knowledge of lifespan development theories for application in child and youth care work	Level 5	5	Will occur as soon as 254180 is registered

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

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

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

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

SAQA US ID		UNIT STANDARD TITLE	
254181		Demonstrate a basic understanding of the fundamentals of child and youth care work	
ORIGINATOR		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 3	10

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117172	Demonstrate a basic understanding of the fundamentals of child and youth care work	Level 3	10	Will occur as soon as 254181 is registered

**SPECIFIC OUTCOME 1**

Describe and explain key concepts in child and youth care work.

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

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

**SPECIFIC OUTCOME 4**

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

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Demonstrate knowledge of activities within programming, and implement activities in child and youth care work***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
254182	Demonstrate knowledge of activities within programming, and implement activities in child and youth care work		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB Child and Youth Care Work			
<b>FIELD</b>	<b>SUBFIELD</b>		
9 - Health Sciences and Social Services	Promotive Health and Developmental Services		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	10

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

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

Identify resources for child and youth care programmes.

**SPECIFIC OUTCOME 4**

Implement activities as part of a programme, and as a member of a team.

**SPECIFIC OUTCOME 5**

Participate in the review of, and report on, activities within programmes.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

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

SAQA US ID		UNIT STANDARD TITLE	
254183		Apply personal development strategies and skills to enhance effective service delivery in child and youth care work	
ORIGINATOR		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 4	7

***This unit standard replaces:***

<b>US ID</b>	<b>Unit Standard Title</b>	<b>NQF Level</b>	<b>Credits</b>	<b>Replacement Status</b>
117188	Apply personal development strategies and skills to enhance effective service delivery in child and youth development	Level 4	5	Will occur as soon as 254183 is registered

**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.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

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

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
254184	Apply behaviour management and support techniques in routine child and youth care work contexts		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB Child and Youth Care Work			
<b>FIELD</b>		<b>SUBFIELD</b>	
9 - Health Sciences and Social Services		Promotive Health and Developmental Services	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 4	10

***This unit standard replaces:***

<b>US ID</b>	<b>Unit Standard Title</b>	<b>NQF Level</b>	<b>Credits</b>	<b>Replacement Status</b>
117187	Apply behaviour management and support techniques in routine child and youth care work contexts	Level 4	10	Will occur as soon as 254184 is registered

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

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

**SPECIFIC OUTCOME 3**

Identify and describe behaviour management strategies and techniques.

**SPECIFIC OUTCOME 4**

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

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Apply basic communication skills in interactions with children and youth at risk***

SAQA US ID	UNIT STANDARD TITLE		
254185	Apply basic communication skills in interactions with children and youth at risk		
ORIGINATOR	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 3	8

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117179	Apply basic communication skills in interactions with children and youth at risk	Level 3	5	Will occur as soon as 254185 is registered

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

Adapt communication to specific interactive contexts.

**SPECIFIC OUTCOME 3**

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

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Participate in a developmental assessment***

SAQA US ID		UNIT STANDARD TITLE	
254186		Participate in a developmental assessment	
ORIGINATOR		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 4	8

***This unit standard replaces:***

US ID	Unit Standard Title	NQF Level	Credits	Replacement Status
117185	Participate in a developmental assessment	Level 4	8	Will occur as soon as 254186 is registered

**SPECIFIC OUTCOME 1**

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

**SPECIFIC OUTCOME 2**

Demonstrate understanding of the role of participants, and participate in an assessment process.

**SPECIFIC OUTCOME 3**

Contribute to the implementation of a developmental plan.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

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

SAQA US ID		UNIT STANDARD TITLE	
254187		Demonstrate basic interpersonal skills with children and youth at risk, and their families	
ORIGINATOR		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 4	12

***This unit standard replaces:***

<b>US ID</b>	<b>Unit Standard Title</b>	<b>NQF Level</b>	<b>Credits</b>	<b>Replacement Status</b>
117184	Demonstrate basic interpersonal skills with children and youth at risk, and their families	Level 4	12	Will occur as soon as 254187 is registered

**SPECIFIC OUTCOME 1**

Critically evaluate own performance in interactions with children and youth.

**SPECIFIC OUTCOME 2**

Demonstrate understanding of cultural diversity.

**SPECIFIC OUTCOME 3**

Use interpersonal skills to establish and maintain relationships with children and youth at risk, and their families.

**SPECIFIC OUTCOME 4**

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

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Core	60209	Further Education and Training Certificate: Child and Youth Care Work	Level 4