

**Professional Degree: Child & Youth Care Work
(PD C&YCW 8)**

1. **Field:** Health and Social Services
2. **Sub- field:** Promotive Health and Developmental Services
3. **Level:** 8
4. **Credits:** 480
5. **Rationale:**

Internationally, there is an increasing call for the skills particular to child and youth care work across diverse sectors including prisons, hospitals, schools, residential institutions and communities. Many countries in the developed world (such as Canada, the USA and the UK) offer professional qualifications in child and youth care work, and in some areas the attainment of tertiary level qualifications is a requirement for practicing child and youth care work. Increasingly there are calls from other African countries to develop child and youth care workers in order to deal with the many children rendered orphaned, vulnerable and at-risk on the continent. In countries such as Zambia a professional association is currently training child and youth care workers at auxiliary level – under the leadership of Zambians who have obtained the B Tech: Child and Youth Development from UNISA. South Africa is seen as a node of development for the continent in this regard, and is the point of genesis of some internationally recognised innovative child and youth care projects.

South Africa's unique combination of threats and circumstances presents a special challenge in the area of children and youth at risk. This is recognised in the White Paper on Social Welfare which calls for the development of a range of social development workers to be developed through effective training programs. Those who work with children and youth at risk must be empowered to promote and facilitate the optimum development of children and adolescents with both normal and special developmental needs, so as to ensure that they are able to be effective within all contexts. Current experience suggests that the degree of sophistication and expertise demanded requires high-level specialist input and time-related in-the-field mentored experience.

It is important that persons responsible for developing and managing the field of child and youth care work be empowered to conduct further research into the field, and contribute in significant ways to emerging work in a southern African context. There is a need for skilled professionals with highly developed critical thinking, analytical and problem-solving skills who will be able to use and evaluate professional child and youth care practice – in the interests of quality and continuous improvement. Most models guiding work in the field at present are Eurocentric, and there is a very real need to formalise emerging African approaches and theories. This qualification must equip professionals in child and youth care work to make this contribution, particularly as many countries in the SADEC region and throughout Africa look to South Africa for leadership, guidance and training.

This qualification aims to address the needs of candidates for high quality learning and assessment opportunities towards a professional qualification in child and youth care work. Typical candidates will have fulfilled the Department of Education's Minimum Admission Requirements for Bachelor's Degree Programmes (August, 2005) in that they will have already gained a National Senior Certificate as certified by Umalusi with an achievement rating of 4 or

better in four subjects from the designated subject list. In addition, it would be required for candidates for admission into this learning programme to have achieved a rating of 4 (Adequate achievement, 50 – 59%) in Life Orientation; or an equivalent qualification; or have qualified as auxiliary child and youth care workers and are persons with extensive experience of working in the field of social services. The qualification would also be useful to other social service professionals who wished to focus on child and youth care work.

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

6. Purpose:

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

Child and youth care workers will provide direct protective, developmental and therapeutic services within the life space of a young person in the community, the family or a group care/education setting. Through the use of positive relationships and planned programming, child and youth care workers address emotional and behavioral issues, promoting improved sense of well-being, function and development in young people and their families.

The qualification is occupationally directed, and aims to prepare practitioners for their role as child and youth care professionals. The training is of such a nature and standard that the learner will comply with the requirements for registration as a child and youth care worker with the SA Council for Social Service Professions. It will meet requirements for the right to use of a Professional Designation as well as the right to practice at a professional level as defined in the regulations to the Social Service Professions Act 110 of 1978 in the field of child and youth care work. Such professional child and youth care workers will be equipped to engage in multi-disciplinary teamwork with members of other social service professions within the boundaries of their professional expertise as defined by the SACSSP, whilst sharing a common analytic and critical thinking capacities. In addition graduates will have a wide range of demonstrable skills that will equip them to enter other occupations and will be able to utilise a sound theoretical base for the purpose of developing marketable skills in child and youth care and many related areas.

This qualification will be a requirement for professional child and youth care workers. It will be recommended to persons who work in related fields where a professional qualification in child and youth care work is an advantage, such as educators based in resource schools.

More specifically, the professional four-year qualification aims to:

- a. produce high quality graduates who are able to be child and youth care work practitioners in a range of social service settings providing the following:
 - care for children and youth
 - assessment of children and youth within their life-space
 - behaviour management of individuals or groups of children and/or youth
 - the design and implementation of programmes and planned environments

- b. provide graduates with a range of skills, knowledge and attitudes that will enable them to make a meaningful and sustained contribution to social services or any field in which they apply their skills, politics and academia;

- c. equip graduates with a developed sense of equity, justice and service ethics that will ensure that the graduates work in an accountable manner irrespective of their chosen work place; and
- d. offer a wide range of transferable skills for application in other professions, disciplines and general life. These include:
 - a methodical, solution based approach to problem solving;
 - an empowerment strengths based approach to personal and social development;
 - competence in written and oral communication;
 - capacity to assess and implement social and other policy and make contributions to policy development;
 - ability to plan and implement and manage projects of a varied nature; and
 - an ability to work independently and as part of a team.
 - Ability to conduct or contribute to basic research in some areas of cycw

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

This qualification articulates:

- The requirements and provisions of the South African Council for Social Service Professions.
- The ongoing requirements (including the Code of Ethics and the requirement for Continuing Professional Development) for retention of registration, and the implications of non-compliance on use of the Professional Designation and right to practice and/or licence to practice

Recipients of this qualification will be able, in the context of child and youth care settings, to:

- understand children, human development and the origins of child and youth care work;
- organise, manage and implement developmental and therapeutic child and youth care work with families and groups;
- identify, analyse and assess the social problems and needs experienced by the individuals, families, groups and communities for which he/she is responsible in a child and youth care work context;
- contribute to policy development and evaluation at global and programme level in child and youth care work contexts.
- function professionally in child and youth care practice, which includes:
 - interpret and respond to human behaviour in a child and youth care work context.
 - conceptualising and planning interventions,
 - implementing and managing these interventions on a continuous basis,
 - evaluating the results of the interventions and the child and youth care work process that was followed, and
 - eventually terminate the intervention and process.
 - provide support for young persons and their families in a child and youth care work context.
- provide leadership, supervision and management direction in a child and youth care work context.

Professionals carry out their duties:

- As a member, or leader, of a team
- In accordance with the requirements of the South African Council for Social Service Professions
- In accordance with the provisions of the norms and standards for child and youth care work.

They will take full responsibility for the young person's development.

7. Access to the qualification:

Candidates will have fulfilled the Department of Education's Minimum Admission Requirements for Bachelor's Degree Programmes (August, 2005) in that they will have already gained a National Senior Certificate as certified by Umalusi with an achievement rating of 4 or better in four subjects from the designated subject list. In addition, it would be required for candidates for admission into this learning programme to have achieved a rating of 4

(Adequate achievement, 50 – 59%) in Life Orientation; or an equivalent qualification; or have qualified as auxiliary child and youth care workers and are persons with extensive experience of working in the field of social services.

8. Learning assumptions:

Competence equivalent to that described in the FETC for Child and Youth Care Work is assumed to be in place.

9. Articulation possibilities:

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

Social work	C&YCW
Masters	(M.Tech or Masters - C&YCW)
BSW	Prof. Degree C&YCW L8
FETC Social Work L4	FETC C&YCW L4

Learners can move horizontally by achieving the credits specified in each qualification, mainly related to specialisation areas particular to each sub-field.

Learners can move vertically by using this qualification as the basis for any of the qualifications indicated above level 4.

10. Structure of the qualification:

The qualification has the following general structure:

The rationale and purpose provides, among other things, a broad description of what holders of the qualification can do.

The qualification is further defined by means of a number of Exit Level Outcomes. These ELOs provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The ELOs also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

Each ELO is further defined by means of the associated unit standards. Some of these unit standards may be indicated as CORE (compulsory), while others may be identified as ELECTIVES, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

Each unit standard contains details of specific outcomes, range statements and assessment criteria, thus making it possible for assessors to judge competence in terms of each unit standard, while at the same time providing possible evidence of integration of competencies.

Qualification Rationale and Purpose						
ELO 1		ELO 2		ELO 3 etc		
US (C)	US (E)	US (C)	US (E)	US (C)	US (E)	US (E)
For each unit standard: specific outcomes range statements assessment criteria						

11. Exit level outcomes:

Exit Level Outcome		Possible credits	
		C*	E*
1	Understand children, human development and the origins of child and youth care work.	42	
2	Organise, manage and implement developmental and therapeutic child and youth care work with families and groups.	61	11
3	Identify, analyse and assess the social problems and needs experienced by the individuals, families, groups and communities for which he/she is responsible in a child and youth care work context.	27	16
4	Contribute to policy development and evaluation at global and programme level.	34	
5	Function professionally in generic child and youth care work practice.	181	15
6	Provide leadership and management direction in a child and youth care work context.	125	
TOTALS		470	42
Credits required		470	10

* **Note:** C = Core; E = Elective

12. Rules of combination:

CORE:

- Candidates must achieve all 470 **CORE** credits listed in Exit Level Outcomes 1, 2, 3, 4, 5, and 6.

ELECTIVE:

- Candidates must achieve at least 10 **credits** of their choice from any of the available **ELECTIVE** credits in Exit Level Outcomes 2 and 3..

13. Associated unit standards:

(42 credits)				
Exit Level Outcome 1:		Understand children, human development and the origins of child and youth care work.		
	NLRD No.	Unit Standard Title	Level	Credits
CORE (42 credits)	C&YCW-17	Discuss the development of children and youth.	6	15
	C&YCW-10	Explore relationships between social issues and their manifestations in relation in child and youth care work.	7	15
	C&YCW-19	Discuss the history of child and youth care work with respect to its impact on, and consequences for, the development of the field.	7	12

Exit Level Outcome 2: Organise, manage and implement developmental and therapeutic child and youth care work with families and groups. (61 credits)				
	NLRD No.	Unit Standard Title	Level	Credits
CORE (61 credits)	C&YCW-21	Explore concepts of group living and their application in child and youth care work contexts.	6	15
	C&YCW-04	Organise, manage and implement a family preservation service to families and or communities.	7	18
	C&YCW-05	Organise, manage and implement family-focused programmes.	7	12
	C&YCW- 03	Organise, manage and implement therapeutic and developmental group care.	8	16
Elective (11 credits)	254240	Promote therapeutic recreation in the community	5	11

Exit Level Outcome 3: Identify, analyse and assess the social problems and needs experienced by the individuals, families, groups and communities for which he/she is responsible in a child and youth care work context. (27 credits)				
	NLRD No.	Unit Standard Title	Level	Credits
CORE (27 credits)	C&YCW-18	Demonstrate understanding of frameworks, techniques and processes for assessment of children and youth at risk.	6	15
	C&YCW-02	Conduct and report developmental assessments.	8	12
Elective (8 credits)	244610	Refer a person with a disability to specialised services	5	8
Elective (8 credits)	244594	Identify and recommend support needs of people with disabilities	5	8

Exit Level Outcome 4: Contribute to policy development and evaluation at global and programme level. (34 credits)				
	NLRD No.	Unit Standard Title	Level	Credits
CORE (34 credits)	C&YCW-12	Explore concepts and discuss philosophies, policies and principles underpinning legal framework for child and youth care work.	7	14
	C&YCW-13	Contribute to policy development in the field of child and youth care.	8	10
	C&YCW-14	Develop policy and procedures for child and youth care work practice at programme level.	7	10

Exit Level Outcome 5: Function professionally in child and youth care work practice. (196 credits)				
	NLRD No.	Unit Standard Title	Level	Credits
CORE (58 credits)	C&YCW-15	Interpret human behaviour using mainstream psychological and sociological theories, and traditional understanding.	7	25
	C&YCW-16	Research, develop and implement therapeutic responses to troubled behaviour in a child and youth care work context.	8	18
	C&YCW-30	Organise, manage and implement advanced behaviour management strategies and techniques.	8	15
<i>Provide support for young persons and their families in a child and youth care work context.</i>				
CORE (55 credits)	NLRD No.	Unit Standard Title	Level	Credits
	C&YCW-28	Provide lifespace counselling for children and youth at risk.	8	18
	C&YCW-29	Organise, manage and implement restorative practices in the child and youth care context.	8	15

	C&YCW-11	Advocate (lobby) for the rights of children and youth at risk.	8	10
	C&YCW-08	Develop and evaluate care plans and individual development plans.	7	12
ELECTIVE (15 credits)	C&YCW07e	Provide counselling and intervention for people affected by abuse, neglect, or violence.	7	15
<i>Design, develop, implement and evaluate programmes in a child and youth care work context.</i>				
CORE (68 credits)	NLRD No.	Unit Standard Title	Level	Credits
	C&YCW-20	Design, implement and evaluate activities for children and youth at risk.	6	10
	C&YCW-24	Design and develop programmes in a child and youth care work context.	7	15
	C&YCW-27	Organise, manage and implement advanced developmental and therapeutic approaches, strategies and programmes with children and families to facilitate holistic development.	8	20
	C&YCW-25	Evaluate individual, group and global programmes and supporting policy for children and youth at risk.	8	15
	C&YCW-31	Demonstrate understanding of creativity and the creative act.	6	8

Exit Level Outcome 6: Provide leadership, supervision and management direction in a child and youth care work context.				
CORE (125 credits)	NLRD No.	Unit Standard Title	Level	Credits
	C&YCW-22	Provide workspace and consultative supervision and support for child and youth care workers.	8	18
	C&YCW-23	Manage and lead a multi-disciplinary team (in a clinical context).	8	15
	C&YCW-26	Manage diversity in a South African child and youth care work context.	7	12
	C&YCW-06	Access, analyse and apply personal development strategies and skills.	7	15
	117434	Conduct research	7	15
	115083	Explore research problems	7	30
	115082	Formulate research plans	7	20

14. Assessment criteria:

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

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:

- all the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment in point 18 below.

15. Integrated assessment:

Assessment should take place within the context of:

- given Quality Assurance policies, procedures and processes
- a guided and supported learning environment

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome (see “associated unit standards” above).

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

Assessors should note that the evidence of integration (as below) 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.

Associated Assessment Criteria

Exit Level Outcome 1: *Understand children, human development and the origins of child and youth care work.*

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

Exit level Outcome 2: *Carry out developmental and therapeutic work with families and groups.*

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

Exit Level Outcome 3: *Conduct assessment in a child and youth care work context.*

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

Exit Level Outcome 4: *Contribute to policy development and evaluation at global and programme level.*

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

Exit Level Outcome 5: *Function professionally in child and youth care work practice..*

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

Exit Level Outcome 6: *Provide leadership, supervision and management direction in a child and youth care work context.*

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

16. Assessment principles:

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

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each ELO, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
 - judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
 - ensure assessment processes are systematic, open and consistent.
- Assessment mechanisms and processes can include the following:
 - written assignments, tests (or examination equivalent tests) and/or examinations.
 - fieldwork reports on different aspects of child and youth care work practice; case-studies; class presentations.
 - observations of field practice.
 - joint evaluations with agency-based field supervisors and with learners.
 - simulations in structured learning environments.
 - oral examinations.
 - portfolios of learning materials and independent research projects.

17. 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, knowledge, values and attitudes gained in this manner, through a systematic RPL process, as per the prerogatives of particular institutions of higher learning offering the qualification. Evidence can be presented in various ways, including international and/or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

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

18. Accreditation and Moderation:

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

19. Registration of assessors:

Assessors must be registered in terms of the requirements of SAQA and the relevant ETQA. In addition they are required to have completed a qualification in child and youth care work at Master's degree level, or hold a Master's degree in another social service profession and have a minimum of five years of experience in working in a child and youth care work context.

20. Critical cross-field outcomes:

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

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made. (Exit Level Outcomes 2, 3, 4, 5 & 6)
- b) Working effectively with others as a member of a team, group, organisation or community.(Exit Level Outcomes 2, 3, 4, 5 & 6)
- c) Organising and managing oneself and one's activities responsibly and effectively.(Exit Level Outcomes 2, 3, 4, 5 & 6)
- d) Collecting, analysing, organising and critically evaluating information. (Exit Level Outcomes 1, 2, 3, & 4)
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion. (Exit Level Outcomes 1, 2, 3, 4 & 6)
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others. (Exit Level Outcomes 3, 4, 5, & 6)
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. (Exit Level Outcomes 1, 2, 3, 4 & 6)

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.

21. International comparability:

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.

A qualification from Canada was examined . 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, and is as follows:

200-level courses

- Introduction to Professional Child and Youth Care Practice
- Fundamentals of Change in Child and Youth Care Practice
- Special Topics in Child and Youth Care
- Directed Studies in Child and Youth Care

300-level courses

- Processes of Change
- Supervised Practicum
- Child and Youth Care Practicum by Prior Learning Assessment (PLA)
- Applying Developmental Theory in Child and Youth Care Practice
- Ethical Decision-Making in the Human Services
- Child and Youth Care and Legal Contexts
- Child and Youth Care Practice and Legal Contexts
- Special Topics in Child and Youth Care
- Supervision in the Human Services
- Theory and Practice of the UN Convention on the Rights of the Child
- Lifespan Development (Conception to Late Childhood)
- Lifespan Development (Adolescence to Late Adulthood)
- Building Caring Partnerships
- Working with Families and their Communities
- Promoting Positive Outcomes in Children's Environments
- Directed Studies in Child and Youth Care

400-level courses

- Advanced Supervised Practicum
- Advanced Supervised Block Practicum
- Research Methods in Child and Youth Care
- Applied Qualitative and Quantitative Research Methods for Human Services Professionals
- Special Topics in Child and Youth Care
- Child Life

- Applied Theories of Child and Youth Care Practice with Groups
- Theory of Child and Youth Care Practice with Families
- Child and Youth Care Practice with Individuals
- Child and Youth Care Practice with Groups
- Child and Youth Care Practice with Families
- Directed Studies in Child and Youth Care

Graduate Courses

Courses included in the SCYC-ECDVU Master's Degree Program (<http://www.ecdvu.org>) are identified by an asterisk (*)

500-level courses

- Historical and Contemporary Theoretical Perspectives in Child and Youth Care
- Qualitative Research Methods in Child and Youth Care
- Quantitative Research Methods in Child and Youth Care
- Human Change Processes: From Theory to Practice
- Professional Leadership in Child and Youth Care
- Models and Strategies For Child and Youth Care Intervention
- Ensuring Quality in Child and Youth Care Programs
- Ethics in Practice
- Practicum in Child and Youth Care
- Diversity in Practice
- Graduate Writing Seminar
- Special Topics in Child and Youth Care Theory
- Special Topics in Child and Youth Care Intervention
- Specialized Practicum in Child and Youth Care
- Special Topics in Child and Youth Care Research
- Child and Adolescent Development in Context
- Implementing the UN Convention on the Rights of the Child
- Program Design and Development in Child and Youth Care
- Program Evaluation and Policy in Child and Youth Care
- Human and Organizational Change
- Youth Substance Use: Perspectives on Theory, Research and Practice
- Child and Youth Care in the Context of International Development
- Children's Survival, Health, and Development in Ecocultural Context
- Directed Studies in Child and Youth Care
- Applied Research Project
- Thesis

600-level courses

- Generating Knowledge in Child and Youth Care
- Qualitative Research in Child and Youth Care

- Quantitative Research in Child and Youth Care
- Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy
- Doctoral Seminar in Child and Youth Care
- Internship in Child and Youth Care Research
- PhD Dissertation

This qualification was selected as an example of best practice available internationally. There are no examples of similar work in Africa, which looks to South Africa for guidance and leadership in this respect.

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

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

There are no relevant qualifications in Africa or the SADEC region at present. This qualification is seen as critical for the SADEC region and Africa at large, where there has been a great deal of interest shown. South Africa has provided training for trainers in Zambia, who have subsequently set up Child and Youth Care Work structures in that country. Interest has also been expressed from Ghana, Burkina Faso, Benin, Namibia, Zimbabwe, Uganda, Mocambique, Kenya, Tanzania, Swaziland and Malawi. Representatives of these countries have already accepted invitations to attend All-Africa conferences on Child and Youth Care Work. Some students from other countries are registered in South African institutions for degree purposes in the child and youth care work field. There is additional interest internationally in the South African context because of some its unique features (HIV/AIDS, etc); and the innovative models developed in response to challenges.