

# BROCHURE



## Further Education and Training Certificate: Counselling NQF Level 4

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## BACKGROUND

ZIGNA TRAINING was established in 2000, registered as a close corporation. It is a black-woman owned organisation, currently a Managing Director of the organisation. She shifted from a public sector as a Social Worker to the private sector where she was the first African woman to be a clinical social worker in private practice.

This organisation at the outset started as a Non-Profit Organisation in Ludlow Village. It provided various services to the community without any service fees. That included child and youth care, community development, chronic illness patient and care for the elderly services. The organisation is still on the trot and more people are receiving aid.

## VISION

To become the most needed developmental service provider in the health/ welfare training sector, so that the service delivery will be improved, and to make an economic impact in the lives of people.

## MISSION

To enhance the quality of training learners by providing the learning environment for health and social development through comprehensive Learner Centred Education for empowerment, growth and effective application of information.

## VALUES

Honesty  
Integrity  
Anti- corruption  
Loyalty  
Courtesy  
Respect  
Professionalism.

## REGISTRATION

**ZIGNA TRAINING** registration 2013/168714/07 is accredited by the following Education and Training Quality Assurance (ETQA), Health and Welfare Sector Education and Training Authority (HWSETA) for FETC: Community Health Work NQF Level 4, FETC Social Auxiliary Work NQF Level 4, FETC Child and Youth Care Work, NC Occupational Hygiene and Safety NQF Level 3 & Further Education and Training Certificate: Counselling. HWSETA Reg No HW592PA0500108. Contact HWSETA at Tel: 011 607 6900 or visit [www.hwseta.org.za](http://www.hwseta.org.za)

Quality Council for Trade and Occupation (QCTO) for Occupational Qualification: Health Promotion Officer NQF Level 3. Social Auxiliary Work NQF Level 5 & OC Child & Youth Care Work NQF Level 4, QCTO Accreditation Number - QCTO: SDP1220/16/066, Contact QCTO at Tel: 012 003 1800 or visit [www.qcto.org.za](http://www.qcto.org.za)

**QUALIFICATION: FETC Counselling NQF Level 4**

Occupational Information

Associated Occupation

Counselling

[Curriculum Structure](#) Knowledge**Further Education and Training Certificate: Counselling**

SAQA QUAL ID		QUALIFICATION TITLE		
49256		Further Education and Training Certificate: Counselling		
ORIGINATOR				
SGB Psychology				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
HW SETA - Health and Welfare Sector Education and Training Authority			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
Further Ed and Training Cert	Field 07 - Human and Social Studies		General Social Science	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	140	Level 4	NQF Level 04	Regular-Unit Stds Based
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		SAQA 06120/18	2018-07-01	2023-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2024-06-30		2027-06-30		

Qual ID	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
111142	Occupational Certificate: Social Counselling Worker	Not Applicable	NQF Level 05	143	

## PURPOSE AND RATIONALE OF THE QUALIFICATION

### Purpose:

The FETC: 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 private and government Institutions, schools, Non-Governmental Organisations including Faith Based, Community Based and Not-for-Profit Organisations, the South African Police Service, Counselling Call Centres, Hospitals, Clinics and Support Agencies, Sports Centres, Education and Training facilities, Health and Emergency services and 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 social auxiliary workers, 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: Specialisation areas to be included in the following Qualification pathways:

- Social Work.
- Psychology/Counselling.
- Christian Theology and Ministry.
- Nursing.
- Emergency Care.

NQF Level 4: Further Education and Training Certificate: Counselling (Foundational Qualification):

- National Certificate: Ancillary Health Care.

NQF Level 3: Specialisation in the following Qualifications:

- National Certificate: Victim Empowerment.
- National Certificate: Community Health Work.
- National Certificate: Primary Response in Emergencies.
- Proposed National Certificate: Community Development.

### **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING**

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. All learners falling under the aegis of statutory councils are subject to the rules for learners of the specific statutory councils which may include additional fees, selection criteria, registration profiles, etc.

## **RECOGNISE PREVIOUS LEARNING?**

Y

## **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: 53 credits.
- Electives: 31 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 three 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 and allow for maximum flexibility and multi-skilling to enable the 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 or focus area of practice. These may include:

- Social Auxiliary Work.
- Trauma.
- HIV/AIDS.
- Barriers to Learning.
- Career Counselling.
- Spiritual and pastoral.
- Substance abuse.
- Employee Assistance Programmes/Life Skills.
- 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/Life Skills:

- 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.

Cluster of Unit Standards recommended for specialisation in Management Skills:

- Apply knowledge of self and team in order to develop a plan to enhance team performance.
- Participate in development of strategic plan for fundraising.
- Perform one on one training on the job.
- Develop a community profile for a specific community.

## **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:

- 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.
- 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.

- 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.
- Collect, organise and critically evaluate information in screening a client to determine needs and recommend appropriate interventions.
- Communicate effectively in counselling clients.
- Use science and technology effectively in maintaining records on a database.
- 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.
- Reflect on and explore a variety of strategies to learn more effectively in reflecting on own practice.
- Participate as a responsible citizen in the life of local, national and global communities in counselling within a structured environment.
- 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:

- 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.

### DURATION OF LEARNING PROGRAMME

One year. The learning programme will be presented twice a year.

### REGISTRATION REQUIREMENTS

Learners who want to register for this qualification must have;

NQF Level 4 with Communication

### CERTIFICATION

On successful completion, learners will be awarded Further Education and Training Certificate: Counselling).

### LANGUAGE

English

### INTAKE

There will be two intakes during the course of the year. January intake: February (registration take place from July previous year until 15 January the year of commensal. June intakes: (registration will take place from March same year until first of June of the commensal year. [Evaluation And Examination](#)

Learners will be formatively assessed in theoretical studies on the basis of assignments, an individual and group project and short test. Assignments, case studies, problem-solving techniques and participation in discussion will be taken into account in locating final mark. Learners will also be formatively assessed in real work environment on the basis of observation in natural setting; unobtrusive or planned. Behaviour and performance will be evaluated. Summative assessment





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