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SKILLS PROGRAMME IN PEER EDUCATION

NQF LEVEL 4

10 CREDITS

264260 Facilitate a peer education intervention

SPECIFIC OUTCOMES

SO 1: Explore peer group education within various contexts.

AC 1: Explain peer education in terms of its concept in different contexts.

AC 2: Describe group processes in terms of how learning happens.

AC 3: Identify and describe the benefits of peer education for the peer group and the peer educators in a given context

SO 2: Identify & explain the roles and responsibilities of a peer educator in various contexts.

AC 1: Identify and explain the roles and responsibilities of a peer educator in various contexts in terms of their application.

AC 2: Explain qualities of an effective peer educator in terms of the effectiveness of the intervention

AC 3: Explain the importance of maintaining ethical behaviour with respect to peer education activities.

AC 4: Identify and discuss overstepping boundaries in own area of responsibility in terms of the consequences within various contexts

AC 5: Identify and describe influences on the effectiveness on the role of a peer educator in terms of internal and external aspects

AC 6: Identify and explain goals and objectives of the peer education intervention in terms of the bigger picture within the community and society

SO 3: Plan a peer education intervention in a group setting

AC 1: Conduct a situational analysis to determine the relevant strategies for a peer education intervention.

AC 2: Negotiate and agree allocation of individual roles and responsibilities to enhance effectiveness of the intervention



Health and Welfare Sector
Education and Training Authority

HWSETA

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AC 3: Plan an intervention plan in a logical, well-structured, flexible manner which encourages an inter-active approach

AC 4: Define various linked peer education intervention strategies that enhance the achievement of desired outcomes of a peer education programme.

AC 5: Identify and describe a support network with well-established resources for referral purposes

SO 4: Demonstrate skills required for implementation of a peer education intervention.

AC 1: Identify and apply facilitation methodologies and techniques to implement a peer education intervention in different contexts.

AC 2: Apply effective communication skills in order to promote interaction between peers.

AC 3: Apply management skills to implement a peer education intervention effectively.

AC 4: Demonstrate teamwork and leadership skills to enhance quality of peer education intervention using at least two methodologies and/or techniques.

AC 5: Explore own values and attitudes with reference to the implications for the role of a peer educator.

SO 5: Review the implementation of a peer education intervention.

AC 1: Develop the criteria to review a peer education intervention to determine the desired outcomes realised.

AC 2: Conduct self-assessment to reflect on own activities in relation to a peer education intervention with respect to improvement and/or refinements for future practices.

AC 3: Carry a review of peer group responses to the intervention out in order to improve and/or refine on possible future peer education sessions.

AC 4: Report the results of the review of a peer educator intervention to the supervisor for action in accordance with organisational procedures.

CONTEXTUAL REFERENCE WILL BE BASED ON THE UNIT STANDARD 252513 WITH 3 CREDITS

APPLY ESTABLISHED STRATEGIES AND PROCEDURES TO DEAL WITH RISK BEHAVIOUR AND PROMOTE PERSONAL WELLBEING

- ❖ Explain the concept of risk behaviour with examples.
- ❖ Identify causal factors that underlie risk behaviour and give an indication of their potential effects or consequences in selected contexts
- ❖ Explain the role of self-awareness in personal well-being with examples.
- ❖ Explain the components that are important in promoting well-being with examples
- ❖ Explain factors that motivate behavioural change with reference to an individual's personal insight, social factors and readiness to change.



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- ❖ Explain genetic predispositions that mitigate against change with reference to own scope of practice.
- ❖ Outline steps in a process of behavioural change with reference to a particular form of risk behaviour.
- ❖ A behavioural model is contextualised with due regard for gender, sexual orientation, cultural diversity, stigma, faith, age and class.
- ❖ Solution focused strategies and techniques for dealing with risk behaviour are used to facilitate change.