



South African Council for Social Service Professions

Professional Board for Social Work

**ASSESSMENT TOOL FOR THE QUALITY ASSURANCE OF THE
BACHELOR OF SOCIAL WORK (BSW) PROGRAMME**

2021

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South African Council for Social Service Professions

Assessment Tool for the Quality Assurance of the Bachelor of Social Work (BSW) programme

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ABOUT THE SOUTH AFRICAN COUNCIL FOR SERVICE PROFESSIONS

The South African Council for Social Service Professions (SACSSP) is a statutory body established in terms of section 2 of the Social Service Professions Act 110 of 1978. The SACSSP has two professional boards under its auspices: i.e. the Professional Board for Social Work and the Professional Board for Child and Youth Care Work. The SACSSP, in conjunction with its two professional boards, guides and regulates the professions of social work and child youth care work in aspects pertaining to registration, education and training, professional conduct and ethical behaviour, ensuring continuing professional development, and fostering compliance with professional standards. It is protecting the integrity of the social service professions as well as the interest of the public at large. To safeguard the public and indirectly the professions, registration in terms of the Act with the SACSSP is a prerequisite for practising social work and child and youth care work. This includes social workers, social auxiliary workers, student social workers, student social auxiliary workers, child and youth care workers, auxiliary child and youth care workers, student child and youth care workers, and student auxiliary child and youth care workers.

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IMPORTANT:

This *Assessment Tool for the Quality Assurance of the Bachelor of Social Work (BSW) programme* must be read in conjunction

(a) Guidelines for preparation for a Bachelor of Social Work quality assurance visit from the South African Council for Social Service Professions (2020)

1. INTRODUCTION

- 1.1 The *Norms and Standards for the Bachelor of Social Work (BSW)* set the minimum standards of Bachelor of Social Work programmes at any Higher Education Institution (HEI) in South Africa. It has been developed to ensure that high-quality education is offered in the Bachelor of Social Work programmes that will generate a graduate who is capable of functioning as a qualified social worker, steeped in the professional ethos, values and ethics of social work. The focus is thus not on the Bachelor of Social Work programmes *per se*, but on how the programme produces a graduate who can be registered with the South African Council for Social Service Professions as a social worker.
- 1.2 The South African Council for Social Service Professions' quality assurance (QA) stands independent of the Council for Higher Education's (CHE) National Review (the former being focused on the graduate and the latter on the programme). However, the Council for Higher Education and the South African Council for Social Service Professions have worked together in the development of their processes to avoid contradictions and promote harmonisation of expectations.
- 2.3 The *Assessment Tool for the Quality Assurance of the Bachelor of Social Work (BSW) programme* is based on the South African Council for Social Service Professions' *Norms and Standards for the Bachelor of Social Work (BSW) in the Education, Training and Development Quality Assurance Policy for Social Work (in draft)* are organised around the following five areas:
- (a) admission;
 - (b) programme management and resources;
 - (c) curriculum content and teaching;
 - (d) practice experience; and
 - (e) assessment.
- 2.4 The Professional Board for Social Work initially drew from the *British Health & Care Professions Council (HCPC) (2012) Standards of Education and Training Guidance*¹ and several South African documents. The current version of the document was revised by Members of the Professional Board for Social Work in 2018, in light of critique received following the 2012 South African Council for Social Service Professions' quality assurance audit of the Bachelor of Social Work, and in response to the adoption of a new Qualification Standard for Bachelor of Social Work² by CHE in 2015. It was reviewed by the Association of South African Social Work Education Institutions (ASASWEI) and Department of Social Development in 2019, whereafter it was amended.

¹ Health & Care Professions council (HCPC) ; (2012) Standards of Education and Training guidance , Park house, 184 Kennington Park Road, London SE 11 4

² Council on Higher Education (2015). Qualification Standard for Bachelor of Social Work.

2. ASSESSMENT AND SITE VISIT

2.1 Please note the following important points:

- 2.1.1 The site visit is aimed at evaluating how the HEI provides education to social work students enrolled for the BSW degree.
- 2.1.2 The evaluation is conducted in line with the Qualification Standard for the Bachelor of Social Work (BSW).
- 2.1.3 The evaluation is a quality assurance mechanism, to facilitate quality training, to produce quality social workers who will provide valuable social work services to society.
- 2.1.4 It is aimed at ensuring that the Bachelor of Social Work programme produces graduates who can be registered as professional social workers with the South African Council for Social Service Professions.
- 2.1.5 The intention of this exercise is developmental: to strengthen social work education for the benefit of the Higher Education Institution, student and society at large.
- 2.1.6 The quality assurance ensures that students, and their supervisors, lecturers and departments, adopt the highest social work ethical standards.
- 2.1.7 The quality assurance focuses on what is currently being done, how it is being done, and by whom.
- 2.1.8 The evaluation is evidence-based; this means the Higher Education Institution must provide documentation to support what they report to have or do on the programme.

3. BACKGROUND DOCUMENTS

- 3.1 It is recommended that the Higher Education Institution consult the following laws, regulations and policies. Higher Education Institution consult the following laws, regulations and policies in preparation for the self-assessment and assessment visit:
- (a) Social Service Professions Act 110 of 1978;
 - (b) Regulations regarding the registration of social workers (*Government Notice No. 101 of 2011 published in Government Gazette No. 34020 of 18 February 2011*);
 - (c) Regulations regarding the registration of student social workers and the holding of disciplinary inquiries (*Government Notice No. 102 of 2011 published in Government Gazette No. 34020 of 18 February 2011*);

- (d) Education, Training and Development Quality Assurance Policy for Social Work (in draft);
- (e) Guidelines for preparation for a Bachelor of Social Work quality assurance visit from the South African Council for Social Service Professions (2020);
- (f) Council on Higher Education's (CHE) Qualification Standard for Bachelor of Social Work (2015);
- (g) Policy on the Fit and Proper Person Requirement (2017);
- (h) Policy Guidelines for Course of Conduct, Code of Ethics and the Rules for Social Workers,
- (i) Rules relating to the acts or omissions of a social worker, a social auxiliary worker or a student social worker which shall constitute unprofessional or improper conduct (Government Notice No. 54 of 1993 published in Government Gazette No. 14526 of 15 January 1993);
- (j) Regulations regarding the registration of social auxiliary workers and the holding of disciplinary inquiries (*Government Notice No. 103 of 2011 published in Government Gazette No. 34020 of 18 February 2011*);
- (k) Policy on continuing professional development policy (CPD) for social workers and social auxiliary workers (2019);
- (l) Norms and standards relating to the continuing professional development (CPD) for social workers and social auxiliary workers (inclusive of guidelines) (2019);
- (m) Regulations relating to the fees payable by social workers, child and youth care workers, social auxiliary workers, auxiliary child and youth care workers, student social workers and student child and youth care workers as amended by Government Notice 221 of 2019 (*Government Gazette No 42240 of 22 February 2019*);
- (n) Regulations regarding the conducting of inquiries into alleged unprofessional conduct (*Government Notice R917 published in Government Gazette No 25109 on 27 June 2003*);
- (o) Regulations for child and youth care workers, auxiliary child and youth care workers and student child and youth care workers (Government Notice No. 838 of 2014 published in Government Gazette No. 38135 of 31 October 2014); and
- (p) Any other Regulations issued under the Social Service Professions Act 110 of 1978 that pertains to the registration and training of students.

4. SELF-ASSESSMENT TOOL: PART 1

Norms and standards for

4.1 ADMISSION TO BACHELOR OF SOCIAL WORK (BSW) PROGRAMME					
<i>This section sets out the norms and standards for admission into the BSW programme. It sets expectations regarding how people enter the BSW programme, the communication to prospective students about the BSW programme, the SACSSP requirements for later registration as student social workers and the alignment between enrolment planning and workforce requirements.</i>					
No.	NORM	STANDARDS	EVIDENCE SOURCES ³	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.1.1	The admission procedures are sufficiently clear to give both the applicants and the institutions information they require to make informed decisions.	(a) Information provided to market the programme spells out the entry requirements. (b) Full costs of the programme and bursaries, if any, are provided. (c) Non-discrimination and equal access to the programme are ensured. (d) Funding arrangements, e.g., loans and bursaries, are stipulated. (e) Accommodation arrangements are described. (f) Duration and content of the programme are stated. (g) Length of field instruction and who is responsible for travelling costs are disclosed. (h) Information is provided for international students.	HEI admission policy Faculty admission requirements HEI and/or department website Yearbook / Prospectus		
4.1.2	Admission criteria indicate selection and entry criteria, including evidence of	(a) Admission criteria (e.g., Admission Point Score (APS)) are clearly stated. (b) The requirements for vetting of students are aligned with the SACSSP	HEI admission policy		

³ This column lists illustrative sources of evidence in support of the norm as a whole. Where tables in the Assessment Tool are listed, these are mandatory.

Norms and standards for

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No.	NORM	STANDARDS	EVIDENCE SOURCES ³	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
	English language proficiency.	<p>requirements for registration of a social worker and are clearly stated.</p> <p>(c) The implications if an applicant does not pass the vetting requirements are clearly stated and alternative educational options identified.</p> <p>(d) Proficiency in English is compulsory. Applicants are required to have obtained at least 50% in their final Matric examination for English.</p> <p>(e) The admission procedures allow for the recognition of prior learning (RPL) and apply selection and entry criteria, including accreditation of prior learning and other inclusion mechanisms.</p>			
4.1.3	Education criteria are set out clearly.	<p>(a) A typical applicant has at least a minimum NQF Level 4 qualification, equivalent to matriculation (bachelor) with a full exemption or an appropriate access-route qualification approved by the HEI.</p> <p>(b) Applicants with the Certificate in Social Auxiliary Work (NQF Level 4) are considered for entry into the BSW programme.</p>	Faculty admission requirements		
4.1.4	Screening is done to ensure 'fit and proper' social work students.	<p>(a) Prospective students are required to produce documentation required by SACSSP for registration at the time of BSW registration or by the time they apply for SACSSP student registration, in accordance with the SACSSP's</p>	HEI and/or department website		

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Norms and standards for

4.1 ADMISSION TO BACHELOR OF SOCIAL WORK (BSW) PROGRAMME

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No.	NORM	STANDARDS	EVIDENCE SOURCES ³	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
		<p><i>Policy on the Fit and Proper Person Requirement (2017). This may include:</i></p> <ul style="list-style-type: none"> (i) Police Clearance Certificate (ii) National Child Protection Register (Part B) clearance (iii) Children's Act 38 of 2005 (Form 30) (iv) Register of persons convicted of abuse of older persons (Older Person's Act 13 of 2006) <p>(b) Screening mechanisms, such as character reference from a credible source or econometrically-valid tests, are conducted.</p>			
4.1.5	Equality and diversity standards are aligned with South African standards.	(a) There is a policy on diversity, non-discrimination and equal access to the programme and how it is implemented and monitored.	RPL policy		
4.1.6	Enrolment is planned in line with workforce requirements	(a) An enrolment strategy is available takes into consideration the employment of programme graduates.	Departmental procedures for student registration		

GENERAL COMMENT BY SACSSP

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Norms and standards for

4.2 ACADEMIC PROGRAMME MANAGEMENT AND RESOURCES

This section relates to the efficiency of all human and material resources available to the academic, support and placement staff for the effective management and implementation of the BSW programme

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁴	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.2.1	The programme is securely located in the institution's academic programme offering or other relevant strategic documents.	(a) There is a commitment for long term provision of adequate resources by the institution for programme delivery. (b) There are minimal institutional risks or threats to programme delivery, to ensure maximum support, and response plans to deal with unforeseen disasters.	Approved HEI and departmental business plans.		
4.2.2	The programme is managed effectively.	(a) The management structure, attendant roles and responsibilities, and linkages to practice placement providers are reflected in an organogram. (b) There are administrative, human resource and financial systems in place to manage the programme (c) In instances where there are teaching and learning partnerships, partnership agreements or contracts are in place.	Organograms Job descriptions MoUs/MoAs Programme handbook / Yearbook Role descriptions Records of student-staff liaison committees		
4.2.3	Monitoring and evaluation (M&E) are integral to the programme.	(a) M&E systems are in place to ensure programme effectiveness. (b) M&E focuses, <i>inter alia</i> , on lectures, practice placements, supervision, access to information and safety.	Annual or routine monitoring requirements and reports		

⁴ This column lists illustrative sources of evidence in support of the norm as a whole. Where tables in the Assessment Tool are listed, these are mandatory.

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Norms and standards for

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<i>This section relates to the efficiency of all human and material resources available to the academic, support and placement staff for the effective management and implementation of the BSW programme</i>					
No.	NORM	STANDARDS	EVIDENCE SOURCES⁴	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
		(c) Mechanisms to utilise M&E data to improve the programme and its delivery are in use.	<p>External examiners reports</p> <p>Reports emanating from student feedback on modules</p> <p>Placement feedback audits</p> <p>Quality assurance audits</p> <p>Clear action plans for corrective actions.</p>		
4.2.4	There is a suitably qualified and experienced person to manage the programme overall.	(a) The person responsible for overall professional responsibility (Head of Department or BSW Coordinator) is a registered social worker with appropriate qualifications and experience.	HOD CV		
4.2.5	At least 75% of lectures have at least three years of practical experience.	(a) The ratio of FTE (full-time equivalent) students per FTE lecturer (including	<p>Table 10</p> <p>Table 4</p> <p>Table 6</p> <p>CV, cert and evidence of practice</p>		

Norms and standards for

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No.	NORM	STANDARDS	EVIDENCE SOURCES ⁴	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
		<p>part-time teaching staff but excluding supervisors) should not exceed 35:1.⁵</p> <p>(b) Lecturers (both full time and part-time) are social workers registered with the SACSSP.</p> <p>(c) Quality checks are in place in instances where specialist visiting lecturers, including non-social workers, are engaged.</p> <p>(d) At least three-quarters of lecturers have at least three years of practice experience.</p> <p>(e) All practice supervisors are SACSSP-registered social workers.</p> <p>(f) Supervisors of first to third-year students have at least two years' practice experience.</p> <p>(g) Supervisors of fourth-year students have at least three years' practice experience.</p> <p>(h) There is adequate administrative, management, technical and pedagogical support for staff.</p> <p>(i) The staff complement, across the ranks, is diverse in terms of race and gender, and well-represented by South Africans.</p>	Department organogram		

⁵ ASASWEI. (2012). Lecturer: student ratios and admission requirements of social work departments in South Africa. Johannesburg, RSA: Association of South African Social Work Education Institutions. This document recommends 48:1 in first year, 42:1 in second year, 30:1 in third year and 12:1 in fourth year. However, different programmes may have different views on the intensity of inputs required at the different levels. We have taken the mean of these four ratios, to get an average ratio of 35 FTE students to each FTE staff member (excluding supervisors).

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This section relates to the efficiency of all human and material resources available to the academic, support and placement staff for the effective management and implementation of the BSW programme

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁴	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.2.6	Continuing professional development is ensured through staff development programmes	(a) There is a staff development policy and availability of accessible staff development opportunities. (b) Staff have a suitable CPD portfolio and meet the requirements of the <i>Policy on continuing professional development policy (CPD) for social workers and social auxiliary workers</i> (2019).	The departmental in-service training programme Staff CDP portfolios		
4.2.7	Adequate provision is made for resources to enhance student learning in all settings to support the required learning and teaching activities.	(a) Sufficient and useful resources are available, including student handbooks and module guides, Information Technology (IT) and related facilities, academic and support staff, student supervisors, remedial support, texts and journals, equipment and materials. (b) Provision is made for ease of access to these resources. (c) These resources are up to date, and there should be budgets to replace stocks. (d) Infrastructure is available and appropriate for the delivery of the programme, including lecture theatres, tutorial rooms, presentation equipment, specialist labs, computer laboratories, WiFi, studio space and equipment. (e) All facilities are accessible to people with disabilities. (f) Mechanisms are available to monitor the utilisation of resources.	List of lecture theatres, tutorial rooms, presentation equipment, specialist labs, workshop space List of equipment available in venues Library facilities Recent purchase requisitions for current literature Disability accessibility of venues		

Norms and standards for

4.2 ACADEMIC PROGRAMME MANAGEMENT AND RESOURCES

This section relates to the efficiency of all human and material resources available to the academic, support and placement staff for the effective management and implementation of the BSW programme

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁴	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.2.8	There are adequate and accessible facilities to support the welfare and well-being of students in all settings.	<ul style="list-style-type: none"> (a) Facilities are available for student support, e.g., counselling services, health centres and medical advice. (b) Students are informed about these facilities and how to access them. (c) A system of academic guidance and counselling support, including support, is available for students with learning difficulties and students with disabilities. (d) Supervisors and lecturers monitor the mental health and psychosocial well-being and functioning of students and refer them for services where appropriate. 	<ul style="list-style-type: none"> List of support facilities Documented evidence of information on support and access Disability services information 		
4.2.9	A student complaints process is in place.	<ul style="list-style-type: none"> (a) There are formal student complaint processes in respect of all areas of teaching and learning. (b) Policies and systems are in place to handle cases of sexual harassment and other forms of gender-based violence within the university and practice placements (i.e. involving lecturers, supervisors, students, etc.). (c) Students are informed about these processes. 	<ul style="list-style-type: none"> Policy Learning/study guides 		
4.2.10	Student throughput is monitored	<ul style="list-style-type: none"> (a) The department draws annual data on student throughput. (b) The department discusses and makes plans to address any concerns regarding student throughput. 	<ul style="list-style-type: none"> Table 9 Minutes 		

GENERAL COMMENT BY SACSSP

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Norms and standards for

4.2 ACADEMIC PROGRAMME MANAGEMENT AND RESOURCES

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No.	NORM	STANDARDS	EVIDENCE SOURCES ⁴	EVIDENCE: HEI SELF- ASSESSMENT	SACSSP ASSESSMENT

Norms and standards for

4.3 CURRICULUM CONTENT AND TEACHING

Curriculum development is a dynamic activity which should be reflected in social work teaching and practice to produce professionals with appropriate knowledge, skills and attitudes for social work education and practice.

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁶	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.3.1	The curriculum is set out clearly in accessible HEI documentation.	<ul style="list-style-type: none"> (a) The curriculum is described in the University, Faculty or Department's Yearbook or Prospectus. (b) The curriculum lists the mandatory social work and elective (ancillary) modules that students must/may take. (c) The total credit load of the BSW is at least 480 credits. (d) The ratio of social work to non-social work modules increases over the four years. (e) At least 50% of the BSW credits derive from social work modules. 	Yearbook or equivalent		
4.3.2	Curriculum content is organised in course outlines (e.g., study or learning guides and/or learning/teaching plans) that ensure the ease of flow and enhance the understanding of content.	<ul style="list-style-type: none"> (a) Module titles and codes are stated. (b) Learning objectives and outcomes are stated clearly. (c) Methodology for the delivery of content is stated clearly. (d) Assessment tasks and marking criteria are stated and reflect the levels of proficiency intended by the module. (e) There is alignment between course titles, outcomes, content and assessment criteria. (f) Students are given paper or digital copies of the course outlines. 	Course outlines Teaching plans Assessment criteria Evidence of mechanism of distribution of course outlines		

⁶ This column lists illustrative sources of evidence in support of the norm as a whole. Where tables in the Assessment Tool are listed, these are mandatory.

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Norms and standards for

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Curriculum development is a dynamic activity which should be reflected in social work teaching and practice to produce professionals with appropriate knowledge, skills and attitudes for social work education and practice.

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁶	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.3.3	Social work's philosophy, core values, skills and knowledge are reflected in the curriculum.	(a) The programme reflects the profession's philosophy, core values, knowledge and skills and their relationship to the values enshrined in the Constitution of the Republic of South Africa, 1996, and in the Social Service Professions Act 110 of 1978 and accompanying regulations and policies.	Tables 1 and 2 Curriculum statement, Yearbook, other departmental documentation Course outlines		
4.3.4	Core social work knowledge is addressed adequately across the curriculum.	(a) All the core knowledge domains, as set out in the <i>CHE BSW Standard</i> , are covered by the curriculum. (b) Each area of knowledge is addressed more than once and over at least two different years. (c) Knowledge increases in complexity over the four years. (d) Significant use is made of South African literature (i.e., Western literature does not dominate the curriculum). (e) Indigenous, local and/or African knowledge is taught. (f) Curriculum content draws on and reflects a variety of theories relating to all aspects of social work.	Tables 1 & 3 Course outlines Reading lists		
4.3.5	Theory-practice integration is at the core of the curriculum	(a) The design of the programme indicates how theory is reflected in practice, i.e., demonstrates how theory	Tables 2 & 3 Yearbook		

Norms and standards for

4.3 CURRICULUM CONTENT AND TEACHING

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No.	NORM	STANDARDS	EVIDENCE SOURCES ⁶	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
		<p>impacts on practice and also how the practice is informed by theory.</p> <p>(b) There are quality assurance mechanisms to enhance theory integration.</p>	Course outlines		
4.3.6	The curriculum is relevant to current practice in local contexts.	<p>(a) Curriculum development keeps pace with practice contexts as they change over time.</p> <p>(b) Relevant current research impacts curriculum development.</p> <p>(c) Recent and local peer-reviewed journal articles and books are used to enrich and enhance curriculum content.</p> <p>(d) Recommendations from Quality Assurance reports are integrated to improve curriculum content.</p> <p>(e) Inputs from placement agencies and supervisors are elicited and incorporated into curriculum development.</p>	<p>Course outlines</p> <p>Minutes of meetings</p> <p>Reading lists</p> <p>Reports on the utilisation of QA and M&E feedback</p> <p>Minutes of meetings with placements and supervisors</p>		
4.3.7	The curriculum ensures student understanding of the implications of the SACSSP's standards of conduct, performance and ethics.	<p>(a) Knowledge and understanding of professional ethics and standards as set out by the SACSSP are fostered and firmly located in the curriculum.</p>	<p>Tables 1 and 2</p> <p>Course outlines</p>		
4.3.8	The delivery of the programme supports	<p>(a) The programme encourages student activities about, e.g., self-appraisal,</p>	Course outlines		

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4.3 CURRICULUM CONTENT AND TEACHING

Curriculum development is a dynamic activity which should be reflected in social work teaching and practice to produce professionals with appropriate knowledge, skills and attitudes for social work education and practice.

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁶	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
	and develops independent and reflective thinking.	individual and group discussions, practice simulations and debriefing, reflective diaries or logs, professional development portfolios or personal development plans and practice placement reviews (b) Multiple ways of evaluating autonomous, systematic analysis and reflective thinking are utilised.			
4.3.9	The delivery of the programme encourages evidence-informed practice.	(a) Students can demonstrate evidence-informed learning in their practice modules.	Course outlines Field instruction materials Student field instruction portfolios		
4.3.10	The range of learning and teaching approaches used is appropriate to the effective delivery of the curriculum.	(a) A variety of learning and teaching approaches are utilised towards the delivery of intended outcomes.	Tables 1 and 2		
4.3.11	Where interdisciplinary or multi-professional learning is indicated, the profession-specific skills and knowledge of each professional group	(a) In instances where inter-disciplinary learning is indicated, content affords students the ability and opportunity to work with other professionals and teamwork.	Course outlines Field instruction materials		

Norms and standards for

4.3 CURRICULUM CONTENT AND TEACHING

Curriculum development is a dynamic activity which should be reflected in social work teaching and practice to produce professionals with appropriate knowledge, skills and attitudes for social work education and practice.

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁶	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
	are adequately addressed.				
4.3.12	Sound teaching practices are applied	(a) The department and individual staff members have a articulated teaching philosophy for the BSW. (b) Each module is allocated to one or more module lecturer(s). (c) Student complete attendance registers for all classes. (d) Tutorial (discussion, supplementary instruction) classes are held at least at first-year level	Course outlines Schedule of in-service training on teaching practices Attendance registers (paper, digital or other) Tutorial registers (paper, digital or other) Tutorial manuals or lesson plans		
GENERAL COMMENT BY SACSSP					

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Norms and standards for

4.4 PRACTICE EXPERIENCE					
<i>Professional qualification practice experience is a crucial part of the BSW programme; therefore, the learning outcomes and progression for practice must be in line with the rest of the programme, including assessment requirements. Key to students' field experience is the properly screened placement agencies and field supervisors.</i>					
No.	NORM	STANDARDS	EVIDENCE SOURCES⁷	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.4.1	Practice experience is integral to the programme	(a) A departmental policy on field instruction is available that addresses, among others, hours per year, skills development activities, number of sessions of micro/meso/macro practice per level, reporting requirements, supervision, and a scaffolding approach. (b) The practise placement component of the BSW is overseen by the Head of Department or Programme Leader and forms an integral part of the department's management activities. (c) Theory and practice are integrated at all levels. The theoretical modules are aligned with field instruction modules at each level. (d) Integrated field instruction is offered to students from the first year to the fourth year.	Yearbook Field instruction policy or manual Field instruction course outlines Minutes of meetings		
4.4.2	Practice experience appropriately supports the delivery of the programme and the achievement of the learning outcomes.	(a) Over the four years, students complete and provide evidence of at least 700 hours of actual social work in the field (excluding report writing). (b) Placements are structured in such a way that students can cover all areas of the set outcomes and have access	Report and attendance register of orientation workshop for workplace supervisors.		

⁷ This column lists illustrative sources of evidence in support of the norm as a whole. Where tables in the Assessment Tool are listed, these are mandatory.

Norms and standards for

4.4 PRACTICE EXPERIENCE

Professional qualification practice experience is a crucial part of the BSW programme; therefore, the learning outcomes and progression for practice must be in line with the rest of the programme, including assessment requirements. Key to students' field experience is the properly screened placement agencies and field supervisors.

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁷	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
		<p>to a wide range of learning experiences in a variety of practice environments which reflect the practice setting of social work practice.</p> <p>(c) Students have multiple opportunities (i.e., at more than only one year of study) to practice at each of the micro, meso and macro levels.</p> <p>(d) The placements are well structured per year/level, to facilitate increasing levels of practice complexity and proficiency and time in the field.</p> <p>(e) Logbooks are used in the entire field instruction experience of a student.</p> <p>(f) All second-level social work students are registered with the SACSSP before the commencement of their field instruction placement.</p> <p>(g) Students are oriented to each new placement.</p> <p>(h) Each student is assigned a suitable supervisor for the duration of the placement, such that all work is done under supervision.</p> <p>(i) Students get experience at different placements each year.</p> <p>(j) Students who are more than one year over time have an individualised educational development plan.</p>	<p>Guideline document issued to workplace supervisors</p> <p>Fieldwork instruction schedule</p> <p>PoEs of students for each year</p> <p>Table 7</p> <p>Orientation programme</p> <p>Educational contracts</p> <p>Individualised educational development plans</p>		

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Norms and standards for

4.4 PRACTICE EXPERIENCE					
<i>Professional qualification practice experience is a crucial part of the BSW programme; therefore, the learning outcomes and progression for practice must be in line with the rest of the programme, including assessment requirements. Key to students' field experience is the properly screened placement agencies and field supervisors.</i>					
No.	NORM	STANDARDS	EVIDENCE SOURCES⁷	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.4.3	The practise placement setting provides a safe and supportive environment.	(a) The organisations where students are placed have a safety policy in place and conduct periodic risk or safety assessments to ensure adherence to their policy. (b) Students are oriented to the placement's safety policy. (c) Cases that are allocated by the organisation to a student are appropriate to his/her level of skill and competence; and to the learning requirements of that level of study. (d) Placements have a policy regarding the safety of students on aggression and sexual harassment from service users and placement staff. (e) HEIs monitor the incidence of violence (muggings, assaults, rapes, etc.) as students move between the HEI and practice placements. (f) HEIs make efforts to reduce the likelihood of these incidents and to improve responsiveness to these incidents.	Agency (student) safety policies Supervisory or agency guidelines for case allocation Field Instruction manual or policy Student PoEs Agency NPO certificate Safety equipment (fire extinguisher, first aid, etc.) Disability access		
4.4.4	The HEI must maintain a thorough and effective system for approving and	(a) Practice placement selection criteria and the accreditation process of placements are documented. (b) The programme has on-going documented partnership	Field instruction policy Contract (MoU)		

Norms and standards for

4.4 PRACTICE EXPERIENCE

Professional qualification practice experience is a crucial part of the BSW programme; therefore, the learning outcomes and progression for practice must be in line with the rest of the programme, including assessment requirements. Key to students' field experience is the properly screened placement agencies and field supervisors.

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁷	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
	monitoring all placements.	<p>arrangements (e.g., Memoranda of Understanding) with agencies, setting out the roles and responsibilities of the agency, supervisors, HEI and student.</p> <p>(c) Individual student placement contracts are in place for each student-placement pairing that sets out expectations, limitations, rules, rights and grievance procedures.</p> <p>(d) A process for monitoring placements is documented and applied.</p> <p>(e) Student placements are terminated by the HEI at the end of the student placement.</p> <p>(f) Case files are appropriately and ethically stored, and cases are referred at the termination of placements.</p> <p>(g) Placements are terminated or re-contracted by the end of each academic year.</p>	<p>between the training institution and the agencies</p> <p>Report on the suitability of placements</p> <p>Termination reports</p> <p>Re-contracting letters</p> <p>Schedule of monitoring visits and related minutes/notes</p>		
4.4.5	The placement providers have equality and diversity policies concerning students, together with how these will be implemented and monitored.	<p>(a) The placement provider has proof of implementing the Employment Equity Policy about its staff profile.</p> <p>(b) Students are informed about the policies of the organisation on diversity, how to gain access to them and to utilise them if they feel that they are discriminated.</p>	<p>EE Policy</p> <p>Orientation report by students</p> <p>Agency orientation programme and</p>		

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Norms and standards for

4.4 PRACTICE EXPERIENCE					
<i>Professional qualification practice experience is a crucial part of the BSW programme; therefore, the learning outcomes and progression for practice must be in line with the rest of the programme, including assessment requirements. Key to students' field experience is the properly screened placement agencies and field supervisors.</i>					
No.	NORM	STANDARDS	EVIDENCE SOURCES⁷	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
			attendance register		
4.4.6	Adequate numbers of appropriately qualified and experienced staff are available to offer students appropriate supervision.	<ul style="list-style-type: none"> (a) Only SACSSP-registered social workers with at least two years' (three less than stipulated in the national Supervision Framework) practice experience supervise students, except for supervisors of fourth-year students who require at least three years' practice experience. (b) Supervisors are oriented to the practical training requirements of the social work programme. (c) Supervisors receive regular in-service training from the HEI or agency relevant to supervision and/or the competencies required for the year group they are supervising. (d) Supervisors who are involved in both formative and summative assessment are provided with appropriate training and guidance, which is CPD accredited. (e) Supervisors are provided with opportunities for professional development to enhance the quality of supervision (e.g., access to the university library, provision of course-related readings, CPD activities). 	Table 6 Orientation programme and attendance register Workplace supervision reports Supervisor CPD activities and attendance registers		

Norms and standards for

4.4 PRACTICE EXPERIENCE

Professional qualification practice experience is a crucial part of the BSW programme; therefore, the learning outcomes and progression for practice must be in line with the rest of the programme, including assessment requirements. Key to students' field experience is the properly screened placement agencies and field supervisors.

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁷	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.4.7	There are appropriately enough mandated staff at the HEI to manage field experience of social work students at all levels.	<ul style="list-style-type: none"> (a) Sufficient academic staff are tasked to work on the field instruction programme. (b) Staff are mandated, according to workload allocation and authority, to coordinate and/or run the field instruction programme. 	<p>Table 4</p> <p>Workload allocation documentation</p> <p>Field instruction manual or policy</p>		
4.4.8	Unethical conduct is managed.	<ul style="list-style-type: none"> (a) Students are not permitted to practice as student social workers until they are registered as student social workers with SACSSP. (b) Supervision and practice workshops address ethical conduct in practice. (c) Supervisors receive training on the ethics of providing supervision and the accountability of supervisors for student conduct. (d) Mechanisms are in place to deal with unethical conduct by student social workers and by academic staff, supervisors or placement agency staff. (e) Service users are protected from unethical or unprofessional conduct by student social workers. (f) Severe cases of ethical misconduct are reported to the SACSSP. 	<p>Table 7</p> <p>Course outlines</p> <p>Workshop notes and attendance registers</p> <p>Minutes of meetings</p> <p>Documentation concerning student ethical disciplinary procedures</p>		
4.4.9	The field has the opportunity to contribute to the	<ul style="list-style-type: none"> (a) Supervisors and practice placements are invited (at least annually) to give feedback on various aspects of the 			

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Norms and standards for

4.4 PRACTICE EXPERIENCE					
<i>Professional qualification practice experience is a crucial part of the BSW programme; therefore, the learning outcomes and progression for practice must be in line with the rest of the programme, including assessment requirements. Key to students' field experience is the properly screened placement agencies and field supervisors.</i>					
No.	NORM	STANDARDS	EVIDENCE SOURCES⁷	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
	quality of the BSW programme	BSW programme, including field placements, supervision, preparation of students for practice, theory, course content, ethics, HEI-placement relations and community projects.			
GENERAL COMMENT BY SACSSP					

Norms and standards for

4.5 ASSESSMENT

This section sets out the norms and standards for admission into the BSW programme. It sets expectations regarding how people enter the BSW programme, the communication to prospective students about the BSW programme, the SACSSP requirements for later registration as student social workers and the alignment between enrolment planning and workforce requirements.

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁸	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
4.5.1	Each HEI has an assessment and moderation policy as adapted from the SAQA policy.	(a) The policy includes the assessment of theoretical knowledge, values or attitudes and practical skills. (b) University procedures for submitting marks to the next level are available and applied.	Policy Feedback from Faculty administration		
4.5.2	Assessment strategy and design ensure that students who complete the programme have met the standards for proficiency.	(a) The strategy includes a direct reference to graduate attributes in the <i>CHE BSW Standard</i> and methods of assessments. (b) Each module includes how it is assessed. (c) Learning outcomes and assessment criteria are included in the learning programme before learning takes place. (d) Students are not permitted to attempt a field instruction module more than twice.	Table 1 Table 2 Table 3 Course outlines List of students repeating modules, with students' academic records		
4.5.3	Learning achievements of students are appropriately moderated (internally or externally).	(a) For summative assessments, primarily where more than one marker is involved, internal moderation is undertaken to ensure assessment procedures are fair, authentic, valid and reliable.	HEI assessment policy Table 8 Moderation reports		

⁸ This column lists illustrative sources of evidence in support of the norm as a whole. Where tables in the Assessment Tool are listed, these are mandatory.

Professional Board for Social Work
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Norms and standards for

4.5 ASSESSMENT					
<i>This section sets out the norms and standards for admission into the BSW programme. It sets expectations regarding how people enter the BSW programme, the communication to prospective students about the BSW programme, the SACSSP requirements for later registration as student social workers and the alignment between enrolment planning and workforce requirements.</i>					
No.	NORM	STANDARDS	EVIDENCE SOURCES⁸	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
		(b) External moderators are suitably experienced and registered social worker. (c) All fourth-year modules are externally moderated.			
4.5.4	Assessment policy specifies the right, requirements and procedure for students to appeal assessment results.	(a) Information is provided to students about the HEI's appeals procedure. The appeals procedure outlines how a student can ask for a review of a decision made on assessment, progression and achievement, including how the procedure works, judged, and who is responsible for it.	Appeals policy Course outlines		
4.5.5	Sound assessment practices are applied.	(a) Academic staff who teach the module design; and implement formative and summative assessments of students' competencies for recording results and feedback to students. (b) Procedures are in place and followed to receive, record, mark and return assignments within a time frame that allows students to benefit from feedback before the submission of further assessment tasks. (c) Assessment tasks address a wide range of academic and professional competencies using a variety of assessment methods.	Table 5 Course outlines Assessed tasks, showing marking and student feedback Audit trail on submission of assessment results		

Norms and standards for

4.5 ASSESSMENT

This section sets out the norms and standards for admission into the BSW programme. It sets expectations regarding how people enter the BSW programme, the communication to prospective students about the BSW programme, the SACSSP requirements for later registration as student social workers and the alignment between enrolment planning and workforce requirements.

No.	NORM	STANDARDS	EVIDENCE SOURCES ⁸	EVIDENCE: HEI SELF-ASSESSMENT	SACSSP ASSESSMENT
		<p>(d) Assessment tasks are meaningfully aligned to the module topic and outcomes, the <i>CHE BSW Standard</i> and the relevant NQF level.</p> <p>(e) Students are informed of what assessment tasks they are required to complete and how they will be assessed.</p> <p>(f) Opportunity is provided for students to learn from their assessments through meaningful and individualised feedback on assessment tasks.</p> <p>(g) Assessment of practice competencies draws on the insights of the supervisor, staff at the practice placement (even if not social workers), the lecturer and student, to provide a comprehensive picture of the students' competencies.</p> <p>(h) Lecturers take responsibility for the final mark allocation of assessments, even when others (e.g., supervisors) contribute to the assessment, to ensure the maintenance of a sound and level-appropriate academic standards.</p>	<p>Opportunities for student learning in response to assessment feedback</p>		

GENERAL COMMENT BY SACSSP

5. SELF-ASSESSMENT TOOL: PART 2

TABLE 1: ALIGNMENT OF SOCIAL WORK PROGRAMME TO THE BSW QUALIFICATION STANDARD (CORE KNOWLEDGE)				
<p><i>Note: Add additional rows within each category of core knowledge, as required.</i></p> <p><i>Note: Refer to page 8 of the BSW Standard for detailed descriptors of the 16 areas of core knowledge.</i></p>				
Core knowledge	Module codes	How are they taught? (learning activities)	How are they assessed? (formative/summative)	SACSSP Assessment
1. Welfare policies				
2. Developmental social welfare and work				
3. History				
4. Recent history				
5. Peoples				

TABLE 1: ALIGNMENT OF SOCIAL WORK PROGRAMME TO THE BSW QUALIFICATION STANDARD (CORE KNOWLEDGE)

Note: Add additional rows within each category of core knowledge, as required.

Note: Refer to page 8 of the BSW Standard for detailed descriptors of the 16 areas of core knowledge.

Core knowledge	Module codes	How are they taught? (learning activities)	How are they assessed? (formative/summative)	SACSSP Assessment
6. Poverty				
7. Policy & legislation				
8. Structures				
9. Theories & models				
10. Human behaviour & social environment				

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TABLE 1: ALIGNMENT OF SOCIAL WORK PROGRAMME TO THE BSW QUALIFICATION STANDARD (CORE KNOWLEDGE)

Note: Add additional rows within each category of core knowledge, as required.

Note: Refer to page 8 of the BSW Standard for detailed descriptors of the 16 areas of core knowledge.

Core knowledge	Module codes	How are they taught? (learning activities)	How are they assessed? (formative/summative)	SACSSP Assessment
11. Helping process				
12. Fields				
13. Ethics				
14. Self in practice				
15. Management, administration & supervision				

TABLE 1: ALIGNMENT OF SOCIAL WORK PROGRAMME TO THE BSW QUALIFICATION STANDARD (CORE KNOWLEDGE)

Note: Add additional rows within each category of core knowledge, as required.

Note: Refer to page 8 of the BSW Standard for detailed descriptors of the 16 areas of core knowledge.

Core knowledge	Module codes	How are they taught? (learning activities)	How are they assessed? (formative/summative)	SACSSP Assessment
16. Research				

GENERAL COMMENT BY SACSSP

Professional Board for Social Work
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TABLE 2: ALIGNMENT OF SOCIAL WORK PROGRAMME TO THE BSW QUALIFICATION STANDARD (STANDARDS)

Note: Add additional rows within each standard, as required.

Note: Refer to pages 9-12 of the BSW Standard for detailed descriptors of the standards.

Core knowledge	Module codes	How are they taught? (learning activities)	How are they assessed? (formative/summative)	SACSSP Assessment
1. Professional identity				
2. Values and principles				
3. Assessment and intervention				
4. Ethics				
5. Diversity				

TABLE 2: ALIGNMENT OF SOCIAL WORK PROGRAMME TO THE BSW QUALIFICATION STANDARD (STANDARDS)

Note: Add additional rows within each standard, as required.

Note: Refer to pages 9-12 of the BSW Standard for detailed descriptors of the standards.

Core knowledge	Module codes	How are they taught? (learning activities)	How are they assessed? (formative/summative)	SACSSP Assessment
6. Research				
7. Knowledge, skills & theory				
8. Policy & legislation				
9. Writing and communication				

GENERAL COMMENT BY SACSSP

TABLE 3: COVERAGE OF CORE KNOWLEDGE AND STANDARDS

Note: List all social work modules per level/year and make an 'X' in each block to indicate if that module addresses each area of core knowledge and the standards. Add additional rows if you have more than ten modules in a level.

[illegible]

TABLE 3: COVERAGE OF CORE KNOWLEDGE AND STANDARDS									
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Note: List all social work modules per level/year and make an 'X' in each block to indicate if that module addresses each area of core knowledge and the standards. Add additional rows if you have more than ten modules in a level.

[illegible]

Professional Board for Social Work
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TABLE 3: COVERAGE OF CORE KNOWLEDGE AND STANDARDS

Note: List all social work modules per level/year and make an 'X' in each block to indicate if that module addresses each area of core knowledge and the standards. Add additional rows if you have more than ten modules in a level.

MODULE CODES	CORE KNOWLEDGE (see Table 1)														STANDARDS (see Table 2)									

GENERAL COMMENT BY SACSSP

TABLE 4: LIST OF LECTURERS

Please provide an updated list of lecturers.

[illegible]

GENERAL COMMENT BY SACSSSP

⁹ e.g., Permanent full-time; Permanent part-time; Contract full-time; Contract part-time; Temporary full-time; Temporary part-time

Professional Board for Social Work
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TABLE 5: LIST OF ASSESSORS

Please provide an updated list of assessors (other than lecturers listed in Table 4).

Surname	Initials	SACSSP registration number	Highest qualification	Subject matter expertise/experience
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
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GENERAL COMMENT BY SACSSP

TABLE 6: LIST OF SUPERVISORS

Please provide an updated list of supervisors.

Surname	Initials	SACSSP registration number	Highest qualification	Employer	Years of experience since BSW qualification
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

Summary of information	Number	%
Supervisors utilised		
Supervisors with at least three years of experience		

GENERAL COMMENT BY SACSSP

Professional Board for Social Work
Assessment Tool for the Quality Assurance of the Bachelor of Social Work (BSW) programme

TABLE 7: LIST OF STUDENTS				
Provide a list of all students registered for the BSW.				
Surname	Initials	Student number	First-year of registration	SACSSP registration number
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
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TABLE 7: LIST OF STUDENTS

Provide a list of all students registered for the BSW.

Surname	Initials	Student number	First-year of registration	SACSSP registration number
28.				
29.				
30.				
31.				
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Professional Board for Social Work
Assessment Tool for the Quality Assurance of the Bachelor of Social Work (BSW) programme

TABLE 7: LIST OF STUDENTS

Provide a list of all students registered for the BSW.

Surname	Initials	Student number	First-year of registration	SACSSP registration number
58.				
59.				
60.				
61.				
62.				
63.				
64.				
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86.				

TABLE 7: LIST OF STUDENTS

Provide a list of all students registered for the BSW.

Surname	Initials	Student number	First-year of registration	SACSSP registration number
87.				
88.				
89.				
90.				

GENERAL COMMENT BY SACSSP

Professional Board for Social Work
Assessment Tool for the Quality Assurance of the Bachelor of Social Work (BSW) programme

TABLE 8. LIST OF EXTERNAL MODERATORS

Please provide the details of the external moderators for the BSW last year.

Surname	Initials	SACSSP registration number	Highest qualification	Subject matter expertise	Place of employment	Modules moderated
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

GENERAL COMMENT BY SACSSP

TABLE 9: STUDENT RATE OF COMPLETION

Please complete the table below, drawing data off HEDA. Replace YYYY with last year and adjust other years accordingly.

Academic year	YYYY -5		YYYY -4		YYYY -3		YYYY -2		YYYY -1		YYYY		Graduated or dropped out within four years n = YYYY-2		Graduated or dropped out within five years n+1 = YYYY-1		Graduated or dropped out within six years n+2 = YYYY	
Gender (M = Male, F = Female)	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
BLACK/AFRICAN																		
Registered at the beginning of the year																		
Graduated																		
Dropped out																		
COLOURED																		
Registered at the beginning of the year																		
Graduated																		
Dropped out																		
INDIAN/ASIAN																		
Registered at the beginning of the year																		
Graduated																		
Dropped out																		
WHITE																		
Registered at the beginning of the year																		
Graduated																		
Dropped out																		
TOTAL																		
Registered at the beginning of the year																		
Graduated																		
Dropped out																		

TABLE 9: STUDENT RATE OF COMPLETION

GENERAL COMMENT BY SACSSP

TABLE 10: STUDENT: STAFF RATIO				
FULL-TIME STAFF	PART-TIME STAFF ¹⁰	FTE STAFF ¹¹	FTE BSW STUDENTS ¹²	FTE Students: FTE staff
GENERAL COMMENT BY SACSSP				

¹⁰ Exclude supervision staff.

¹¹ Full Time Equivalent Staff = Number of full-time staff + the sum of the percentage of a full-time job each part-time staff member occupies.

¹² Full Time Equivalent Students = Number of students if each student was doing only social work subjects and not other subjects (e.g., psychology). For example, a full-time fourth year BSW student, who is doing only social work subjects counts as 1 FTE; while a first year student for whom only a quarter of their subjects are social work (the rest are, e.g., sociology, psychology and English) counts at 0.25 FTE. The HEI administration staff are easily able to provide this information.