



**South African
Council for Social Service Professions**

NORMS AND STANDARDS FOR BACHELOR OF SOCIAL WORK

NON NOBIS - *Not for ourselves*

South African Council for Social Service Professions

Norms and Standards for Bachelor of Social Work

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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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APPROVAL

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Approval

The signatories above, being duly authorised thereto, authorise the contents as the official Norms and Standards for Bachelor of Social Work document for the South African Council for Social Service Professions (SACSSP).



1 October 2026

Alida Strydom (Ms)
PBSW Chairperson

Date



01 October 2026

Pertunia Nkosi (Ms)
Acting Registrar

Date

1. INTRODUCTION

The South African Council for Social Service Professions (SACSSP) as a statutory body is mandated by the Social Service Professions Act, 1978 (Act 110 of 1978) as amended to develop standards for its registrants. Standards are bedrocks of quality assurance to Institutions of Higher Learning (HEI) and Further Education and Training Colleges (FETC). In 2013, the work of developing standards started in earnest as the Task Team comprising of Board members and academics was established to participate and engage other stakeholders to produce the norms and standards for quality education of registrants.

The Bachelor of Social Work (BSW) norms and standards set the minimum standards of BSW programmes at any Higher Education Institution (HEI) in South Africa. They have been developed to ensure that high quality education is offered in the BSW programme 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 programme per se, but on the ways in which the programme produces a graduate who can be registered with the SACSSP as a social worker. The SACSSP's Quality Assurance (QA) stands independent of the CHE National Review (the former being focused on the graduate and the latter on the programme), though CHE and SACSSP have worked together in the development of their processes to avoid contradictions and promote harmonisation of expectations.

The norms and standards in this document are organised around the following five areas: Admission, Programme Management and Resources, Curriculum Content and Teaching, Practice Experience and Assessment. It originally drew from the British Health & Care Professions Council (HCPC) (2012) Standards of Education and Training Guidance 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 SACSSP Quality Assurance Audit of the BSW, and in response to the adoption of a new Qualification Standard for the BSW by CHE in 2015. It was reviewed by ASASWEI and DSD in 2019 and amended. These norms and standards replace previous norms and standards for the Bachelor of Social Work qualification.

2. PURPOSE OF STANDARDS

The purpose of the standards is to provide clear guidelines to the three distinct, independent, and yet interrelated organisations, namely HEIs, FETCs and SACSSP, together with their stakeholders in doing quality assurance of their programmes. It further provides broad guiding norms and standards to enable academics, supervisors, practitioners and students to engage confidently and effectively in the education, training, continuous professional development and the professional practice of social work. Setting standards is creating a foundation on which a collective profession is built by its stakeholders. Cognisance was taken to include the Council on Higher Education's BSW standards and National Review processes and expectations to have harmonious understanding between the two organisations.

3. PRESCRIPT FROM THE SOCIAL SERVICE ACT 1978, (ACT 110 OF 1978) AS AMENDED

- 3.1 Determine the qualification for the registration of social workers, social auxiliary workers and persons practicing other social service professions under the SACSSP's auspices **(Sections 3 (f))**,
- 3.2 **18A (1)** The council may, on application made in the prescribed manner, register any person who wishes to practice a profession in respect of which professional board has been established, other than social work, and who holds any qualification referred to in subsection (2), complies with the prescribed conditions and satisfies the professional board concerned that he or she is a fit and proper person to be registered as such.
- i. **18 (2)** The council may prescribe the qualification obtained in the Republic which will entitle the holder thereof to registration and the condition subject to which such registration may take place
 - ii. **18 (3)** Different qualifications and conditions may be prescribed in respect of different categories or persons.
- 3.3 **14B(c)** to control and to exercise authority in respect of all matters affecting:
- i. The training of persons in the professions falling within the ambit of the professional board; and
 - ii. The manner of the exercise of the practices pursued in connection with the professions falling within the ambit of the professional board;
- 3.4 **Section 3(m)** subject to section **14B(c)**, to control and to exercise authority in respect of all matters affecting:
- i. The training of persons in accordance with the developmental social welfare approach; and
 - ii. The manner in which the practices pursued in the promotion of the Republic are exercised
- 3.5 **(Section 14B (d))**. Promote liaison in cooperation with the training institutions, in the field of the training contemplated in paragraph (c) (i), both in the Republic and elsewhere and to promote the standard of such training in the Republic.
- 3.6 **(Section 14B(e))** To determine the minimum standards of education and training of persons practicing the professions falling within the ambit of the professional board;
- 3.7 **(Section (14C) (1) (b))**; Appoint examiners and moderators, conducting examinations and grant certificates, and charge the prescribed fees in respect of such examinations or certificate
- 3.8 **(Section (14C) (1) (c))**; Subject to prescribed conditions approve training schools
- 3.9 **(Sections 14C (1) (e) and (2))**; subject to subsection (2) upon application by any person, recognise any qualification held by a person as being equal, either wholly or in part to any prescribed qualification, whereupon the person concerned shall to the extent to which the qualification has been recognised be deemed to hold such prescribed qualification
- 3.10 **(Section 17B (1) and (2))**; Recommend to the Minister for Social Development that any degree, diploma or certificate awarded by a training institution will not serve as a prescribed qualification if it appears to the SACSSP that any provision of the Social Service Professions Act, 1978, as amended

is not being properly complied with by the training institution and that it has an adverse effect in respect of the education and training in any profession under the SACSSP's auspices

3.11 **(Section 17C (1))**; The council may from time to time prescribe the degrees, diplomas or certificates which may be registered as additional qualifications or proficiencies which may be regarded as specialisations and

3.12 **(Sections 17D (1) and (2))**. Determine whether a person with a qualification obtained at a training institution outside the Republic possesses adequate professional knowledge and skills to be registered as a social worker or as a person practising another profession in respect of which a professional board has been established.

- i. Such qualification will entitle the holder thereof to practice as a social worker or person practicing another profession in respect of which a professional board has been established in the country or state in which such training institution is situated;
- ii. The council is satisfied that possession of such qualification indicates a standard of professional education and training not lower than that prescribed in respect of the education and training of social workers or persons practicing other professions in respect of which the professional boards have been established within the Republic.

3.13 The prescript seeks to locate the norms and standards within the broader South African constitutional, legal, policy and developmental framework.

4. NORMS AND STANDARDS FOR TRAINING AND EDUCATION IN SOCIAL WORK (BSW)

4.1. NORMS AND STANDARDS FOR ADMISSION TO THE BACHELOR OF SOCIAL WORK (BSW)

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's requirements for later registration as student social workers and the alignment between enrolment planning and workforce requirements.

No.	NORM	STANDARDS
1.1	The admission procedures are sufficiently clear to give both applicants and training providers the information they require to make informed decisions.	(a) Information provided to market the programme spells out the entry requirements. (b) The full cost of the programme and bursaries, if any, are stipulated. (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.

No.	NORM	STANDARDS
		(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.
1.2	Admission criteria indicate selection and entry criteria, including evidence of English language proficiency.	(a) Admission criteria (e.g. Admission Point Score (APS)) are clearly stated. (b) The requirements for vetting of students are aligned with the SACSSP's requirements for registration as a social worker and are clearly stated. (c) The implications if an applicant does not pass the vetting requirements are clearly stated and alternative educational options are identified. (d) Proficiency in English is compulsory. Applicants are required to have obtained at least 50% in their final English Matric examination. (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.
1.3	Education criteria are set out clearly.	(a) A typical applicant has at least an NQF Level 4 qualification, equivalent to matriculation with full exemption or an appropriate access-route qualification approved by the HEI. (b) Applicants with the Certificate in Social Auxiliary Work (NQF Level 4) are considered for entry into the BSW programme.
1.4	Screening is done to ensure 'fit and proper' social work students.	(a) Prospective students are required to produce documentation required by the 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 <i>Policy on the Fit and Proper Person Requirement (2017)</i>. This may include: (i) Police Clearance Certificate (ii) National Child Protection Register (Part B) clearance

No.	NORM	STANDARDS
		(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) (b) Screening mechanisms, such as a character reference from a credible source or econometrically-valid tests, are conducted.
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.
1.6	Enrolment is planned in line with workforce requirements.	(a) An enrolment strategy is available and takes into consideration the employment of programme graduates.

4.2. NORMS AND STANDARDS FOR ACADEMIC PROGRAMME MANAGEMENT AND RESOURCES

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

No.	NORM	STANDARDS
2.1	The programme is securely located in the institution's academic programme offering or other relevant strategic documents.	(a) There is a commitment by the institution to provide adequate resources for programme delivery on a long-term basis. (b) Minimal institutional risks or threats to programme delivery exist and there is maximum support and a response plan to deal with any unforeseen disaster.
2.2	The programme is managed effectively.	(a) The management structure, attendant roles and responsibilities, and linkages to practice placement training 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.
2.3	Monitoring and evaluation (M&E) are integral to the programme.	(a) M&E systems are in place to ensure programme effectiveness.

No.	NORM	STANDARDS
		(b) M&E focuses, <i>inter alia</i>, on lectures, practice placements, supervision, access to information and safety. (c) Mechanisms to utilise M&E data to improve the programme and its delivery are in use.
2.4	There is a suitably qualified and experienced person to manage the programme overall.	(d) The person responsible for overall professional responsibility (Head of Department or BSW Coordinator) is a registered social worker with appropriate qualifications and experience.
2.5	At least 75% of lecturers have a minimum of three years' practical experience.	(a) The ratio of FTE (full-time equivalent) students per FTE lecturer (including part-time teaching staff but excluding supervisors) does not exceed 35:1.¹ (b) Lecturers (both full-time and part-time) are social workers registered with the SACSSP. (c) Quality checks are in place in instances where specialist visiting lecturers, including non-social workers, are engaged. (d) At least three-quarters of lecturers have at least three years' practice experience. (e) All practice supervisors are SACSSP-registered social workers. (f) Supervisors of first to third-year students have at least two years' practice experience. (g) Supervisors of fourth-year students have at least three years' practice experience. (h) There is adequate administrative, management, technical and pedagogical support for staff. (i) The staff complement, across all ranks, is diverse in terms of race and gender and well represented by South Africans.

¹ 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 various levels. We have taken the mean of these four ratios, to come to an average ratio of 35 FTE students to each FTE staff member (excluding supervisors).

No.	NORM	STANDARDS
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 has 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> (2021).
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 to ease access to these resources. (c) These resources are up to date, and there should be budgets to replace stock. (d) Infrastructure is available and appropriate for the delivery of the programme, including lecture theatres, tutorial rooms, presentation equipment, specialist labs, computer laboratories, Wi-Fi, studio space and equipment. (e) All facilities are accessible for people with disabilities. (f) Mechanisms are available for monitor the utilisation of resources.
2.8	There are adequate and accessible facilities to support the welfare and well-being of students in all settings.	(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 counselling and support, is available for students with learning difficulties and students with disabilities. (d) Supervisors and lecturers monitor the mental health and psych-social well-being and functioning of students and refer them for services where appropriate.
2.9	A student complaints process is in place.	(a) There are formal student complaint processes in respect of all areas of teaching and learning.

No.	NORM	STANDARDS
		(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.
2.10	Student throughput is monitored.	(a) The department draws annual data on student throughput. (b) The department discusses and makes plans to address any concerns regarding student throughput.

4.3. NORMS AND STANDARDS RELATING TO 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 practice.

No.	NORM	STANDARDS
3.1	The curriculum is set out clearly in accessible HEI documentation.	(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.
3.2	Curriculum content is organised in course outlines (e.g. study or learning guides and/or learning/teaching plans) that flow easily and enhance the understanding of content.	(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) Course titles, outcomes, content and assessment criteria are aligned.

No.	NORM	STANDARDS
		(f) Students are given paper or digital copies of the course outlines.
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; the Social Service Professions Act (Act 110 of 1978), as amended; and accompanying regulations and policies.
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 in 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.
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 impacts on practice and also how practice is informed by theory. (b) There are quality assurance mechanisms to enhance theory integration.
3.6	The curriculum is relevant to current practice in local contexts.	(a) Curriculum development keeps pace with practice contexts as they change over time. (b) Relevant current research impacts on curriculum development. (c) Recent and local peer-reviewed journal articles and books are used to enrich and enhance curriculum content.

No.	NORM	STANDARDS
		(d) Recommendations from Quality Assurance reports are integrated to improve curriculum content. (e) Inputs from placement agencies and supervisors are elicited and incorporated into curriculum development.
3.7	The curriculum ensures students understand the implications of the SACSSP's standards of conduct, performance and ethics.	(a) Knowledge and understanding of professional ethics and standards, as set out by the SACSSP, are fostered and firmly located in the curriculum.
3.8	The delivery of the programme supports and develops independent and reflective thinking.	(a) The programme encourages student activities in self-appraisal through 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.
3.9	The delivery of the programme encourages evidence-informed practice.	(a) Students can demonstrate evidence-informed learning in their practice modules.
3.10	The range of learning and teaching approaches used is appropriate for the effective delivery of the curriculum.	(a) A variety of learning and teaching approaches are utilised for the attainment of the intended outcomes.
3.11	Where interdisciplinary or multi-professional learning is indicated, the profession-specific skills and knowledge of each professional group are adequately addressed.	(a) In instances where inter-disciplinary learning is indicated, content affords students the ability and opportunity to work with other professionals and teamwork.
3.12	Sound teaching practices are applied.	(a) The department and individual staff members have an articulated teaching philosophy for the BSW. (b) Each module is allocated to one or more module lecturer(s). (c) Students complete attendance registers for all classes.

No.	NORM	STANDARDS
		(d) Tutorial classes (discussion, supplementary instruction) are held at least at first-year level.

4.4. NORMS AND STANDARDS RELATING TO PRACTICAL 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 properly screened placement agencies and field supervisors.

No.	NORM	STANDARDS
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 practice 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 to the fourth year.
4.2	Practice experience appropriately supports the delivery of the programme and 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 cover all areas of the set outcomes and have access to a wide range of learning experiences in a variety of practice environments which reflect the practice settings of social work. (c) Students have multiple opportunities (i.e. at more than one year of study) to practise at the micro, meso and macro levels.

No.	NORM	STANDARDS
		(d) The placements are well structured per year/level to facilitate increasing levels of practice complexity and proficiency and time in the field. (e) Logbooks are used throughout the entire field instruction experience of students. (f) All second-level social work students are registered with the SACSSP before the commencement of their field instruction placement. (g) Students are oriented to each new placement. (h) Each student is assigned a suitable supervisor for the duration of the placement so that all work is done under supervision. (i) Students gain experience at different placements each year. (j) Students who are more than a year behind have an individualised educational development plan.
4.3	Practice placement settings provide a safe and supportive environment.	(a) The placement agency has 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 agency's safety policy. (c) Cases allocated by the placement agency to a student are appropriate to his/her level of skill and competence; and to the learning requirements of the level of study. (d) Placement agencies have a policy on the safety of students in terms of 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 placement agencies. (f) HEIs make efforts to reduce the likelihood of such incidents and to improve responsiveness if they occur.
4.4	The HEI must maintain a thorough and effective system	(a) Placement agency selection criteria and the accreditation process for placement agencies are documented

No.	NORM	STANDARDS
	for approving and monitoring all placements.	(b) The programme has on-going documented partnership arrangements with agencies (e.g. Memoranda of Understanding), setting out the roles and responsibilities of the placement agency, supervisors, HEI and students. (c) Individual student placement contracts are in place for each student-placement pairing that sets out expectations, limitations, rules, rights and grievance procedures. (d) A process for monitoring placements is documented and applied. (e) Student placements are terminated by the HEI at the end of the student placement. (f) Case files are appropriately and ethically stored, and cases are referred on the termination of placements. (g) Placements are terminated or re-contracted by the end of each academic year.
4.5	Placement agencies have equity and diversity policies concerning staff and students, together with how these will be implemented and monitored.	(a) Prospective students are not excluded on the basis of race, gender, ethnicity, sexual orientation, religious beliefs, etc. (b) Students are informed about the agency's policies on diversity, how to gain access to them and utilise them if they feel they are discriminated against.
4.6	Adequate numbers of appropriately qualified and experienced staff are available to offer students appropriate supervision.	(a) Only SACSSP-registered social workers with at least two years' practice experience (three less than stipulated in the national Supervision Framework) 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.

No.	NORM	STANDARDS
		(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).
4.7	There is sufficient mandated staff at the HEI to manage the field experience of students at all levels.	(a) Sufficient academic staff is tasked to work on the field instruction programme. (b) Staff is mandated, according to workload allocation and authority, to coordinate and/or run the field instruction programme.
4.8	Unethical conduct is managed.	(a) Students are not permitted to practice as student social workers unless 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 students and by academic staff, supervisors or placement agency staff. (e) Service users are protected from unethical or unprofessional conduct by students. (f) Severe cases of ethical misconduct are reported to the SACSSP.
4.9	Placement agencies have the opportunity to contribute to the quality of the BSW programme.	(a) Supervisors and practice placements are invited (at least annually) to give feedback on various aspects of the BSW programme, including field placements, supervision, preparation of students for practice, theory, course content, ethics, HEI-placement relations and community projects.

4.5. NORMS AND STANDARDS FOR ASSESSMENT

Assessment is an integral part of the learning and teaching, as it is used to make judgments about students' competencies pertaining to a specific qualification. Assessments also enable students to distinguish between

competence and areas that need further improvement. In South Africa, assessment has to be undertaken in accordance to the SAQA and National Qualification Framework requirements.

No.	NORM	STANDARDS
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.
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.
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. (b) External moderators are suitably experienced and registered social workers. (c) All fourth-year modules are externally moderated.
5.4	Assessment policy specifies the rights, 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 the review of a decision on assessment, progression and achievement, including how the procedure works, how it is judged and is the responsible person.
5.5	Sound assessment practices are applied.	(a) Academic staff who teach the module, implement or oversee 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

No.	NORM	STANDARDS
		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. (d) Assessment tasks are meaningfully aligned to the module topic and its outcomes, the <i>CHE BSW Standard</i> and the relevant NQF level. (e) Students are informed of what assessment tasks they are required to complete and how they will be assessed. (f) Opportunity is provided for students to learn from their assessments through meaningful and individualised feedback on assessment tasks. (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, in order to provide a comprehensive picture of students' competencies. (h) Lecturers take responsibility for the final mark allocation of assessments, even when others (e.g. supervisors) contribute to the assessment, in order to ensure the maintenance of sound and level-appropriate academic standards.

5. CONCLUSION

The value of a qualification can be measured in terms of labour market demands for individuals with specific skills.

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