No. 435   **12 May** *2006*

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Social Work

Registered by Organising Field 09, Health Sciences and Social Services, publishes the following qualification for public comment.

This notice contains the titles, fields, subfields, **NQF** levels, credits, and purpose of the qualification. The qualification can be accessed via the **SAQA** web-site at **www.saqa.org.za**. Copies may **also** be obtained from the Directorate for Standards Setting and Development at the **SAQA** offices, Hatfield **Forum** West, **1067** Arcadia Street, Hatfield, Pretoria.

Comment **on** the qualification should reach **SAQA** at the address *below and no later than* *8 June 2006.* **All** correspondence should be marked Standards Setting **–SGB for** Social **Work** and addressed to

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DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor: Social Work: Honours

SAQA QUAL ID	QUALIFICATION TITLE		
50369	Bachelor: Social Work: Honours		

SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Social Work	9		

QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD
National Certificate	Health Sciences and Social Services	Promotive Health and Developmental Services

ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	135	Level 7	Regular-ELOAC

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of this qualification is to equip persons who possess an NQF Level 6 qualification that includes Social Work up to and completed at NQF Level *6* with the necessary knowledge and skills to achieve the exit level outcomes of the Bachelor of Social Work (BSW) NQF Level 7 qualification in Social Work.

Furthermore, the purpose is to enable social workers that obtained a three year qualification in Social Work prior *to* 1987 to have access to further education and training in Social Work on NQF Level 7, with a view to obtaining access to NQF Level *8* qualifications in Social Work.

It is also important to allow some providers sufficient time to phase out the system allowing them to offer a qualification according to the three years in Social Work plus a fourth year at post graduate level and to phase in the new Bachelor of Social Work at NQF Level *7.*

The qualification seeks to equip learners with:

The skills to assist and empower individuals, families, groups, organisations and communities *to* enhance their social well-being, social functioning and problem-solving capacities.

> The ability to demonstrate social work values and the principles of human rights and social justice while interacting with and assisting the range of human diversity.
> The ability to promote, restore, maintain and enhance the functioning *of* individuals, families, groups and communities by enabling them to accomplish tasks, prevent and alleviate distress and use resources effectively.
> Understanding of and the ability to implement the social development approach in social work services.
> The ability to use, plan and execute social work research.
> Understanding of the social worker's role in developing and influencing social policy and legislation to . promote the well-being of people.
> The skills to work effectively within teams, including social work teams, multi- and inter-disciplinary teams as well as multi-sectoral teams.

This is a professional qualification. The ethical parameters of social work education, training and practice, require that learners must be registered with the South African Council for Social Service Professions (SACSSP) as student social workers or as social workers, in terms *of* section 17 of the Social Service Professions Act, 1978 on entering the NQF Level 7 learning programme.

The successful completion of the qualification will enable the learner to be registered with the SACSSP and practice as a social worker, if not previously registered in terms of section 17 of the relevant Act. Completion will also allow them to progress to the NQF level 8 Social Work qualifications.

Rationale:

The Bachelor of Social Work qualification was registered on the NQF in June 2003 as an NQF Level 7 professional qualification. It is being re-submitted to SAQA for re-registration.

This Bachelor: Social Work (Honours) has been generated because:

> Prior to 1987, legislation allowed persons who had completed a 3 year degree/diploma in Social Work to register as social workers with the professional council, the then **SA** Council for Social Work.

> In 1987 the S A Council for Social Work amended the relevant regulations which required social workers to be qualified with a four-year qualification, equivalent to an Honours degree, in order to register as social workers. This meant that all providers had to offer a four-year qualification in Social Work, equivalent to an NQF Level 7 qualification.

> Further, in1999 the S A Council for Social Work agreed to allow providers to offer a qualification that included at least four year courses in the subject 'Social Work', one year of which could be completed at post-graduate level. This is found in Regulation **2 (1)** (a) of the Regulations regarding the Registration of Social Workers (still currently valid). This one-year postgraduate qualification is referred to as a Bachelor of Social Work Honours degree.

The NQF-registered Bachelor: Social Work qualification is at NQF Level 7 and provides direct access to a Masters qualification in Social Work at NQF Level **8.** This means that no Honours degree in Social Work is available on the NQF. Furthermore, persons with the previous three-year qualification, equivalent to NQF Level **6,** are denied direct access to the Master's qualification as they must first acquire a Level 7 or Honours qualification. Consequently, they would be unable to progress to an NQF Level 8 qualification, since no outcomes-based honours qualification is registered on the NQF.

In addition, Providers who offer a qualification according to the three-year programme in Social Work plus a fourth year at postgraduate level need time to phase out this combination and phase in the new Bachelor: Social Work qualification at NQF Level 7.

In order to enable learners to pursue further personal and professional development and life-long learning in the social work field, it is essential to register this qualification.

RECOGNIZE PREVIOUS LEARNING?

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LEARNING ASSUMED TO BE IN PLACE

Learners who register for this qualification must **possess** a Bachelor's degree/three year diploma with Social Work, as well **as** one additional course from one of the following areas, having been taken up to and completed at NQF Level 6:

> Humanities and Social Sciences
> Economics
> Law
> Health Sciences
> Agricultural/Environmental Studies
> Arts

Course Requirements:

The qualification contains both theoretical and field practice components that are inextricably intertwined and cannot be separated in terms of credits and levels. The Exit Level Outcomes with their Associated Assessment Criteria are therefore formulated to demonstrate this inter-relationship. Learners must be able to demonstrate competencies in practice, which means that they must be exposed to practical experience. Consequently, fieldwork placements, which may take place within a variety of settings, ranging from observation and laboratory sessions to actual service delivery within a social service organisation, occur throughout the learning programme.

Registration with the SACSSP as a student social worker/ social worker is a statutory requirement for learners entering this learning programme.

Providers must be accredited by the relevant ETQA, or ETQA that has a Memorandum of Understanding

in place with the relevant **ETQA.**

QUALIFICATION RULES

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EXIT LEVEL OUTCOMES

On completion **of** this qualification, learners are expected to demonstrate the following exit level outcomes in accordance with the associated assessment criteria.

1. Develop and maintain professional social work relationships with client systems.
 > Range: Includes individuals, families, groups, communities and organisations.

2. Assess client systems' social functioning.
 > Range: Social functioning includes roles, needs, interactions, strengths, challenges and aspirations.

3. Plan and implement appropriate social work intervention strategies and techniques at micro, mezzo and macro levels.
 > Range:

 > Micro level refers to the individual, family and small, informal group.
 > Mezzo level refers to formal organisations. groups and networks.
 > Macro level includes broader levels of community and society **as** well **as** international and global spheres.

4. Access and utilise resources appropriate to client systems' needs and strengths.
 > Range: Resources may include physical, financial, technological, material and social, as well as relevant professionals and persons.

5. Produce and maintain records of social work interventions, processes and outcomes.
 > Range: Records include, for example situational analyses, assessments, process, progress and statutory reports as well as correspondence relating to client systems.

6. Evaluate the outcomes **of** social work intervention strategies, techniques and processes.

7. Terminate social work intervention.

8. Appraise and implement the ethical principles and values of social work within the context of human diversity.
 > Range: Human diversity Includes race, culture, religion, ethnicity, language, sexual orientation, political orientation, age, differential abilities, and socio-economic status.

9. Use, plan and execute social work research.
 > Range: Includes knowledge and appropriate application of the various research designs and methodologies used.

10. Work effectively with social workers and members of inter-sectoral and multi- and/or inter-disciplinary teams in social service delivery.
 > Range: Social work team includes social worker, student social worker, social auxiliary workers and volunteers.

11. Identify, select and implement various techniques, methods and means of raising awareness, developing critical consciousness about the structural forces **of** oppression, exclusion and disempowerment, and use such awareness to engage people as change agents.

12. Apply and uphold the basic values and principles enshrined in the Bill of Rights in the **SA.** Constitution in relation to social work service delivery.

13. Demonstrate understanding of how social policies and legislation on social issues impact on these issues and how to use legislation ethically and accountably in order to protect and improve the quality of life of client systems from a social work perspective.
 > Range: Pertinent social issues may include poverty, unemployment, HIV/AIDS, child abuse and neglect, drug abuse, disabilities, domestic violence, prostitution, compulsive gambling, crime and housing.

14. Demonstrate understanding of how social welfare policy and legislation are developed and influenced.

15. Demonstrate understanding of the roles, functions, knowledge and skills for effective social work supervision and consultation.

16. Demonstrate understanding of roles, functions, principles and characteristics of management and administration within social service delivery.

17. Formulate a business plan for the funding of social services.

18. Demonstrate understanding of the roles and functions of the social worker within relevant statutory frameworks.

19. I d e n t i the purpose, functions and principles of social work within the social development paradigm.

Critical Cross-Field Outcomes

The exit level outcomes and the associated assessment criteria listed above are consistent with the following Critical Cross-field Outcomes listed in Section 7(3) of the **NSB** Regulations:

> Identify and solve problems using critical and creative thinking. Refer to Exit Level Outcomes 2, **3, 4,** 6, 9, 11, 12, 13, **17,** 18.
> Work effectively with others as a member of a team, group, organisation and community. Refer to Exit Level Outcomes 3, 4, **10,** 11, 15, 16, 18.
> Organise and manage oneself and one's activities responsibly and effectively. Refer to Exit Level Outcomes **1, 3, 4,** 7, 9, 11, 16, 18.
> Collect, analyse, organise and critically evaluate information. Refer to Exit Level Outcomes **2,** 3, *5,* **6 ,** 7, 8, 9, 11, 13.
> Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. Refer to Exit Level Outcomes **1, 2, 3,** *5,* 6, 9, 11, 17.
> Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities. Refer to Exit Level Outcomes 1-19.
> Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. Refer to Exit Level Outcomes 1-19.
> Demonstrate ethical and professional behaviour. Refer to Exit Level Outcomes 1-19.
> Lay the foundation for life-long learning and ongoing competency. Refer to Exit Level Outcome 10, 11, 15.

ASSOCIA TED ASSESSMENT CRITERIA

1.
> Professional relationships are purposefully founded on knowledge of and insight into the nature of client systems and their dynamics.
> Professional relationships are characterised by the purposeful implementation of social work principles at the individual, family, group, community and organisational level.
> Professional relationships clearly demonstrate an understanding of ethical parameters.
> Enabling environments are created for client systems to develop their full capacity.

2.
> Assessments reflect the ability to undertake a comprehensive analysis of client systems' needs and strengths.
> Analyses of client systems' needs and strengths reflect the application of appropriate theoretical frameworks.
> Assessments demonstrate the use of appropriate social work tools and data.
> Assessments clearly reflect the influence and impact of social circumstances and social systems on client systems' functioning.
> Assessments demonstrate a holistic approach to client systems' social functioning.
> Assessments result in, as far as *is* reasonable and possible, mutually agreed upon goals.
> Assessment processes and conclusions are recorded clearly, systematically and accurately.

3.
> Intervention plans take into account social systems impacting on client systems' functioning.
> Intervention plans are based on assessment and the appropriate use of strategies and techniques to achieve identified goals.
> Intervention strategies, models and techniques are based on comprehensive assessment of client systems.
> Intervention strategies and techniques are purposefully aimed at the achievement of identified goals.
> Interventions reflect the appropriate application of a range of skills.

> Range of skills includes, for example communication, problem-solving, networking, negotiation, mediation, advocacy and interviewing skills.
> Intervention strategies and techniques are appropriately implemented in accordance with corresponding theoretical assumptions.
> Interventions include the appropriate use of social work contracts, tools and data.

4.
> Resources that are identified and utilised are appropriate to client systems' needs, strengths and goals.
> Referrals to appropriate resources are made according to agreed upon methods of referral.
> Networking with resources and organisations is linked directly to the needs of client systems.

5.
> Client systems' files contain all relevant reports according to agreed upon time frames, standards and procedures.
> Reports contain accurate details of all intervention activities, processes and outcomes according to agreed upon or prescribed'formats.
> Reports are channelled as per prescribed procedures, when necessary.

6.
> Evaluations clearly describe the outcomes of the intervention strategies, techniques and processes utilised in relation to the stated goals and client systems' strengths and needs.
> Evaluations are purposefully used as the basis for planning, termination and implementation of on-going services.
> Evaluations demonstrate a capacity for self-awareness and reflection.

7.
> Wherever feasible, termination of services is mutually agreed to by the relevant parties and occurs in accordance with social work principles.
> Preparation of client systems for termination of services **is** timeous and realistic.
> Termination **is** based, as far as is reasonable and possible, on the achievement of goals and the client systems' ability **to** function independently.
> All administrative aspects of termination are completed in accordance with professional requirements.

8.
> Assessments, intervention plans, strategies, techniques, and outcomes analyses reflect sensitivity for human diversity and the ability to work with diverse client systems.
> Practice demonstrates awareness of different viewpoints and values, and the ability to appreciate these in relation to one's own views and values.
> Referrals are appropriate to and in accordance with the unique needs of client systems.
> Practice demonstrates awareness of, and ability to implement social work values and ethical principles enshrined in the Code of Ethics prescribed **by** the **SACSSP.**
> The potential impact of personal life experiences and personal values on social work practice is clearly recognised.

9.
> Research reports reflect knowledge of, and skills in, social work research.
> Research reports display a critical appreciation of the link between knowledge construction, research and social work practice.
> Research proposals reflect a well-formulated plan for the research.
> Research ethics are clearly identified and considered in the design and implementation of research activity.
> Descriptions reflect knowledge of both quantitative and qualitative research paradigms; research designs; sampling procedures; and methods of data collection and data analysis.
> Interpretations of data and the recommendations are consistent with data analyses and study findings.
> Practice demonstrates the application **of** social science theory and research.
> Research processes are executed in accordance with accepted research protocol.

10.
> Practice clearly reflects a critical understanding of the contribution made and valuable role played by each member of the social work team in social service delivery.
> The ability to identii and work with sectors relevant to the identified social problem or issue is demonstrated in practice.
> Practice reflects an understanding of the roles and functions of team members in a given context, relevant to the learner's field setting.
> Understanding of the ethics of teamwork is demonstrated in practice.

11.
> Selected techniques, methods and means of awareness-raising are appropriate to the specific social issue, the social context and the level at which such awareness-raising needs to take place.
> The specific social issue (e.g. homosexuality, gender discrimination, HIV/AIDS, disability) that must be targeted as an area of intervention, within its social and cultural context, is clearly described.
> Practice demonstrates the ability to engage individuals, families, groups and/or communities in critical and reflective discussion regarding the impact of oppressive forces in their lives.
> Practice demonstrates the ability to assist individuals, families, groups and/or communities to explore alternative identities in order to enhance self-esteem.
> Practice reflects efforts to engage people as change agents, advocates and/or lobbyists by building on their strengths and resources.

12.
> The relationship between the values and principles of the Bill of Rights and those of the social work profession is critically evaluated.
> The social worker's role and functions in protecting and promoting human rights are identified in practical terms.
> *An* appropriate plan/strategy is developed to address the infringement of human rights.

13.
> Analyses of the key strengths and weaknesses of current social policies and legislation concerning the social issue/s are evaluated in terms of social service delivery, beneficiaries and social work values.
> Practice reflects the ability to utilise welfare policies and legislation ethically and accountably in the interests of client systems.
> Proposals for amendments of a social policy are motivated and justified for the purpose of improving social services to beneficiaries.

14.
> An appropriate plan/strategy *is* developed to influence social policy and /or legislation in respect of at least one social issue.

15.
> The roles and responsibilities of the supervisee and the supervisor are clearly articulated.
> The advantages and disadvantages of the different models (including conventional one-to-one supervision, group supervision, peer supervision, and the use of case-conferences and staff development programmes as supervisory contexts) of supervision are clearly described.
> Supervision and consultation are clearly elucidated in terms of the similarities, differences and ethical implications.
> Practice **reflects** the ability to utilise supervision effectively.

16.
> The qualities, principles and characteristics of management and administration are clearly articulated.
> The skills, roles and duties of a social work manager and administrator are clearly described.
> The types and theoretical underpinnings of modern management systems are described and critiqued.

17.
> Plans reflect explicit and feasible aims and objectives consistent with an identified problem.
> Plans elucidate anticipated outcomes within designated time frames.
> Plans specifically contain measures for the sustainability of the programme/project.
> Plans reflect a clear and realistic budget.

18.
> Policies and legislation in respect of areas such as criminal justice, mental health and child and family care are clearly described.
> Practice reflects ability to work in accordance with statutory and legal requirements and to carry out orders of the court.

19.
> Descriptions reflect a clear understanding of the importance of local economic development through income generation and job creation strategies.
> Strategies for human and social capital formation within the social development paradigm are clearly identified.
> The links between micro and macro development issues are clearly described.

Integrated Assessment:

Throughout the qualification programme the following assessment strategies are used *to* ensure that exit level and critical cross-field outcomes are achieved:

> Written assignments, tests (or examination equivalent tests) andlor examinations.
> Fieldwork reports on different methods of social work practice; case-studies; class presentations.
> Observations of field practice.
> Joint evaluations with agency-based field supervisors and with learners.
> Simulations in structured learning environments.
> Oral examinations.
> Portfolios of learning materials and independent research projects.

Fieldwork is individually supervised and assessed on an individual andlor group basis and suitability for the profession is assessed on a continuous basis.

INTERNATIONAL COMPARABILITY

This qualification compares favourably to similar qualifications in the internationalarena. This has been verified through the South African structures affiliated to the International Association of Schools of Social Work (IASSW). The IASSW recently formulated a draft document on Global Qualifying Standards for Social Work Education and Training and this qualification, by and large, measures up to the standards contained in the global document. This was veriied with the Chairperson of the Global Qualifying Standards Committee who is a South African and who serves on the SGB for Social Work.

The qualification's integration *of* theory and practice enhances the competencies of persons completing the training and will make them highly regarded and actively sought internationally.

ARTICULATION OPTIONS

> Learners with an NQF Level 7 Social Work qualification may proceed to a Master's programme in Social Work (NQF Level 8) or further learning programmes in Social Work and other related fields.

> Articulation possibilities exist both within the tertiary institution offering the Social Work programme and across tertiary institutions.

MODERATION OPTIONS

> Internal moderation arrangements **must** be available throughout the period of learning and accredited as such by the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

> External moderation must be available for learners at the summative (or final) assessment.

> Moderators are required to be registered with the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Criteria for the registration *of* assessors

Assessors of theoretical and practical learning are required to comply with the following:

> Current Registration with the SACSSP in a Social Service Profession.
> At least a professional degree in Social Work (NQF Level 7).
> A minimum of 5 years appropriate experience.

Assessors are required to be registered with the relevant ETQA or ETQA that has a Memorandum of Understanding in place with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS
(Note: A blank space after this line means that the qualification is not based on Unit Standards.)