

**THE NATIONAL REVIEW OF**

**BACHELOR OF SOCIAL WORK (BSW)**

**2013 -2014**

**REVIEWER PANEL REPORT**

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| **Name of Institution** |  |
| **Site of Delivery** |  |
| **Mode of Delivery** |  |
| **Name of Programme** |  |
| **Site Visit Dates** |  |
| **Panel Members** | **Annexure 1** |
| **List of Interviewees, meetings & presentations** | **Annexure 2** |
| **Programme Data and Student Numbers** | **Annexure 3** |
| **List of Documentation Reviewed** | **Annexure 4** |

**Institutional context of BSW**

Sensitivity to institutional context is one of the principles of the national review. The purpose of this section is to locate the unit offering the BSW programme within its institutional setting. This overview may (but not necessarily or exclusively) include:

* A brief outline of the history of the programme, focusing particularly on recent developments
* Vision/ mission / strategy and how they locate within the institutional context
* Noteworthy features of teaching, research, community development (possibly linked with vision and mission)
* Noteworthy features of campus(es) / infrastructure
* Student population.

This brief overview may lead to the consideration of particular implications for the programme under review.

**This section should draw on data from the site visit as well as from the portfolio submitted by the institution.**

**Self-Evaluation Process**

Briefly write on the self-evaluation process undertaken by the unit. Your narrative should focus on the following parameters:

* The actual process followed by the unit and the extent to which it was comprehensive, inclusive and critical;
* The extent to which the criteria and minimum standards have been addressed and used in self-evaluation processes;
* Inclusion of areas of innovation and improvement;
* The extent to which the self-evaluation reflects the unit’s performance against the criteria accurately and critically, particularly in relation to programme purpose and curriculum issues.

**Criterion 1: Programme Design:**

*The programme is consonant with the institution’s mission, forms part of the institutional planning and resource allocation, meets national requirements, the needs of students and other stakeholders, and is intellectually credible. It is designed coherently and articulates well with other relevant programmes, where possible.*

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**Overall Ranking for Criterion**

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**Panel’s Comments**

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| **Criterion 10: Programme coordination:** *The programme is effectively coordinated in order to facilitate the attainment of its intended purposes and outcomes.* |

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**Overall Ranking for Criterion**

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**Panel’s Comments**

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| **Criterion 2: Student recruitment, admission and selection:** *Recruitment documentation informs potential students of the programme accurately and sufficiently, and admission adheres to current legislation. Admission and selection of students are commensurate with the programme’s academic requirements, within a framework of widened access and equity. The number of students selected takes into account the programme’s intended learning outcomes, its capacity to offer good quality education and the needs of the particular profession (in the case of professional and vocational programmes).* |

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**Panel’s Comments**

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| **Criterion 17: Student retention and throughput rates:**  *Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary.* |

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**Overall Ranking for Criterion**

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**Panel’s Comments**

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| **Criterion 3: Staffing:**  *Academic staff responsible for the programme are suitably qualified and have sufficient relevant experience and teaching competence, and their assessment competence and research profile are adequate for the nature and level of the programme. The institution and/or other recognised agencies contracted by the institution provide opportunities for academic staff to enhance their competences and to support their professional growth and development.* |

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**Panel’s Comments**

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| **Criterion 4: Staffing:***The academic and support staff complement is of sufficient size and seniority for the nature and field of the programme and the size of the student body to ensure that all activities related to the programme can be carried out effectively. The ratio of full-time to part-time staff is appropriate. The recruitment and employment of staff follows relevant legislation and appropriate administrative procedures, including redress and equity considerations. Support staff are adequately qualified and their knowledge and skills are regularly updated.* |

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**Panel’s Comments**

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| **Criterion 11: Academic development for student success:**  *Academic development initiatives promote student, staff and curriculum development and offer academic support for students, where necessary.* |

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**Panel’s Comments**

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| **Criterion 5: Teaching and learning strategy:***The institution gives recognition to the importance of promoting student learning. The teaching and learning strategy is appropriate for the institutional type (as reflected in its mission), mode(s) of delivery and student composition, contains mechanisms to ensure the appropriateness of teaching and learning methods, and makes provision for staff to upgrade their teaching methods. The strategy sets targets, plans for implementation, and mechanisms to monitor progress, evaluate impact and effect improvement.* |

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**Panel’s Comments**

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| **Criterion 12: Teaching and learning interactions:**  *Effective teaching and learning methods and suitable learning materials and learning opportunities facilitate the achievement of the purposes and outcomes of the programme.* |

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**Panel’s Comments**

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| **Criterion 6: Student assessment policies and procedures:**  *The different modes of delivery of the programme have appropriate policies and procedures for internal assessment; internal and external moderation; monitoring of student progress; explicitness, validity and reliability of assessment practices; recording of assessment results; settling of disputes; the rigour and security of the assessment system; RPL; and for the development of staff competence in assessment.* |

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**Panel’s Comments**

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| **Criterion 13: Student assessment practices:**  *The programme has effective assessment practices which include internal (or external) assessment, as well as internal and external moderation.* |

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**Panel’s Comments**

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| **Criterion 14: Student assessment practices:**  *The programme has taken measures to ensure the reliability, rigour and security of the assessment system.* |

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**Panel’s Comments**

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| **Criterion 7: Infrastructure and library resources:**  *Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme. Policies ensure the proper management and maintenance of library resources, including support and access for students and staff. Staff development for library personnel takes place on a regular basis.* |

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**Panel’s Comments**

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| **Criterion 8: Programme administrative services:**  *The programme has effective administrative services for providing information, managing the programme information system, dealing with a diverse student population, and ensuring the integrity of processes leading to certification of the qualification obtained through the programme.* |

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**Panel’s Comments**

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| **Criterion 17: Student retention and throughput rates:**  *Student retention and throughput rates in the programme are monitored, especially in terms of race and gender equity, and remedial measures are taken, where necessary.* |

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**Panel’s Comments**

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| **Criterion 15: Coordination of work-based learning**  *The coordination of work-based learning is done effectively in all components of applicable programmes. This includes an adequate infrastructure, effective communication, recording of progress made, monitoring and mentoring.* |

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**Overall Ranking for Criterion**

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**Panel’s Comments**

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| **Criterion 18: programme impact**  *The programme has taken steps to enhance the employability of students and to alleviate shortages of expertise in relevant fields, in cases where these are the desired outcomes of the programme.* |

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**Overall Ranking for Criterion**

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**Panel’s Comments**

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| **Criterion 19: Programme reviews**  *User surveys, reviews and impact studies on the effectiveness of the programme are undertaken at regular intervals. Results are used to improve the programme’s design, delivery and resourcing, and for staff development and student support, where necessary.* |

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**Overall Ranking for Criterion**

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**Panel’s Comments**

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**Self-Evaluation of Institution**

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| **1** | **10** | **2** | **17** | **3** | **4** | **11** | **5** | **12** | **6** | **13** | **14** | **7** | **8** | **17** | **15** | **18** | **19** |
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**Self-Evaluation by Review Panel**

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**Overall Recommendation of BSW Programme by Review Panel**

**Areas of Commendation by Review Panel**

**Areas in need of improvement:**

**A: SHORT-TERM CONDITIONS**

**B: LONG-TERM CONDITIONS**

**ANNEXURE 1:**

**List panel members**

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| NAME | INSTITUTION | DESIGNATION |
|  |  | **Chair** |
|  |  | **Panel Member** |
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|  |  | **Panel Member** |
|  |  | **HEQC representative** |
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**ANNEXURE 2: LISTS OF INTERVIEWS, MEETING & PRESENTATIONS**

**Table 2 a: Meeting with Dean of the Faculty and/or representatives from the QA office, the VC’s office and other relevant stakeholders (where applicable)**

|  |  |
| --- | --- |
| NAME | DESIGNATION |
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**Please provide information of all the persons you’ve met and their designation.**

**Table 2 b: Presentation by the Dean of the Faculty of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| NAME | DESIGNATION |
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**Table 2 c: Presentation by the Head of the Department of Social Work or representative**

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| NAME | DESIGNATION |
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**Table 2 d: Interviews with students**

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| NAME OF STUDENT | YEAR OF STUDY | GENDER |
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**Table 2 e: Interviews with alumni**

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| NAME OF ALUMNI | YEAR OF STUDY | GENDER |
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**Table 2 f: Interviews with Academic Staff without Dean and HoD’s**

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| Name | Qualification | Designation in Department |
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**Table 2g: Interviews with Academic Staff and programme coordinators**

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| Name | Qualification | Designation in Department |
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**Table 2h: Interviews with Support Staff**

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| Name | Qualification | Designation in Department |
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**ANNEXURE 3: Programme data & student numbers**

**Table 3 a: Students enrolled for BSW - 2013**

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| --- | --- | --- | --- |
|  | Female | Male | Total |
| Year 1 |  |  |  |
| Year 2 |  |  |  |
| Year 3 |  |  |  |
| Year 4 |  |  |  |

**Table 3b: Bachelor of Social Work enrolment figures 2007-2012**

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| --- | --- | --- | --- | --- | --- | --- |
|  | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 |
| Year 1 |  |  |  |  |  |  |
| Year 2 |  |  |  |  |  |  |
| Year 3 |  |  |  |  |  |  |
| Year 4 |  |  |  |  |  |  |
| TOTAL |  |  |  |  |  |  |

**ANNEXURE 4: LIST OF DOCUMENTATION REVIEWED**

**EXAMPLE**: **List of annexures: Criterion 1: Programme design**

|  |  |
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| **Annexure** | **Name of document/file** |
| Annexure 1.1 | Programme design: Modules; credits, levels, teaching methods, teaching hours, specific outcomes, assessment and others you would like to indicate |
| Annexure 1.2 | General study guides |

**List of annexures: Criterion 1: Programme design**

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| **Annexure** | **Name of document/file** |
| Annexure 1.1 |  |
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**List of annexures: Criterion 10: Programme Coordination**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 2: Student recruitment, admission and selection**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 17: Student retention and throughput rates**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 3: Staffing**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 4: Staffing**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 11: Academic development for student success**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 5: Teaching and learning strategy**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 12: Teaching and learning interactions**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 6: Student assessment policies and procedures**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 13: Student assessment practices**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 14: Student assessment practices**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 7: Infrastructure and library resources**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 8: Programme administrative services**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 17: Student retention and throughput rates**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 15: Coordination of work-based learning**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 18: Programme impact**

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| **Annexure** | **Name of document/file** |
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**List of annexures: Criterion 19: Programme reviews**

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