

**THE NATIONAL REVIEW OF**

**BACHELOR OF SOCIAL WORK (BSW)**

**2013 -2014**

**RECOMMENDATION WRITER’S REPORT**

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| **Name of Institution** |  |
| **Site of Delivery** |  |
| **Mode of Delivery** |  |
| **Name of Programme** |  |
| **Site Visit Dates** |  |
| **Recommendation writer** |  |

This report presents the recommendations made by the recommendation writer and forms part of the HEQC’s National Review of the Bachelor of Social Work programme.

The BSW programme was assessed by a panel of peers and experts against the 19 accreditation criteria selected from the *Criteria for Programme Accreditation 2004*. The review took into account a self-evaluation report prepared by the academic unit offering the programme, the supporting documentation presented at the site-visit and the information gathered during the different interviews.

The site-visit report addresses each criterion and recommends a judgement on the accreditation status of the programme reviewed..

**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 Self-Evaluation Report (SER) and the site-visit panel report.**

**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.*

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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| **Commend** | **Meets Minimum Standards** | **Needs Improvement** | **Does Not Comply** |
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**Recommendation Writer’s Comments[[1]](#footnote-1)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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| ***Minimum Standard*** | ***Commend*** | ***Meets minimum Standards*** | ***Needs Improvement*** | ***Does Not Comply*** |
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**Overall Ranking for Criterion**

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| **Commend** | **Meets Minimum Standards** | **Needs Improvement** | **Does Not Comply** |
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**Recommendation Writer’s Comments[[2]](#footnote-2)**

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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).* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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**Recommendation Writer’s Comments[[3]](#footnote-3)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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| ***Minimum Standard*** | ***Commend*** | ***Meets minimum Standards*** | ***Needs Improvement*** | ***Does Not Comply*** |
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**Overall Ranking for Criterion**

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**Recommendation Writer’s Comments[[4]](#footnote-4)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Recommendation Writer’s Comments[[5]](#footnote-5)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Recommendation Writer’s Comments[[6]](#footnote-6)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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**Recommendation Writer’s Comments[[7]](#footnote-7)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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**Recommendation Writer’s Comments[[8]](#footnote-8)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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**Recommendation Writer’s Comments[[9]](#footnote-9)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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**Recommendation Writer’s Comments[[10]](#footnote-10)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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**Recommendation Writer’s Comments[[11]](#footnote-11)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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| ***Minimum Standard*** | ***Commend*** | ***Meets minimum Standards*** | ***Needs Improvement*** | ***Does Not Comply*** |
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**Overall Ranking for Criterion**

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| **Commend** | **Meets Minimum Standards** | **Needs Improvement** | **Does Not Comply** |
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**Recommendation Writer’s Comments[[12]](#footnote-12)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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**Recommendation Writer’s Comments[[13]](#footnote-13)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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| **Commend** | **Meets Minimum Standards** | **Needs Improvement** | **Does Not Comply** |
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**Recommendation Writer’s Comments[[14]](#footnote-14)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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| **Commend** | **Meets Minimum Standards** | **Needs Improvement** | **Does Not Comply** |
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**Recommendation Writer’s Comments[[15]](#footnote-15)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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| ***Minimum Standard*** | ***Commend*** | ***Meets minimum Standards*** | ***Needs Improvement*** | ***Does Not Comply*** |
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**Overall Ranking for Criterion**

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| **Commend** | **Meets Minimum Standards** | **Needs Improvement** | **Does Not Comply** |
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**Recommendation Writer’s Comments[[16]](#footnote-16)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Overall Ranking for Criterion**

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| **Commend** | **Meets Minimum Standards** | **Needs Improvement** | **Does Not Comply** |
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**Recommendation Writer’s Comments[[17]](#footnote-17)**

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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.* |

**Refer to the Criteria for programme Accreditation 2004**

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**Recommendation Writer’s Comments[[18]](#footnote-18)**

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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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**Recommendation by Recommendation Writer**

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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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**Overall Recommendation of BSW Programme**

**Areas of Commendation**

**Areas in need of improvement:**

**A: SHORT-TERM CONDITIONS**

**B: LONG-TERM CONDITIONS**

1. As far as possible, the report should contain references to the material evidence used in compiling the SER and the site-visit review-panel report. [↑](#footnote-ref-1)
2. As far as possible, the report should contain references to the material evidence used in compiling the SER and the site-visit review-panel report. [↑](#footnote-ref-2)
3. As far as possible, the report should contain references to the material evidence used in compiling the SER and the site-visit review-panel report.

   . [↑](#footnote-ref-3)
4. As far as possible, the report should contain references to the material evidence used in compiling the SER and the site-visit review-panel report. [↑](#footnote-ref-4)
5. As far as possible, the report should contain references to the material evidence used in compiling the SER and the site-visit review-panel report. [↑](#footnote-ref-5)
6. As far as possible, the report should contain references to the material evidence used in compiling the SER and the site-visit review-panel report. [↑](#footnote-ref-6)
7. As far as possible, the report should contain references to the material evidence used in compiling the SER and the site-visit review-panel report. [↑](#footnote-ref-7)
8. As far as possible, the report should contain references to the material evidence used in compiling the SER and the site-visit review-panel report.

   . [↑](#footnote-ref-8)
9. As far as possible, the report should contain references to the material evidence used in compiling the SER and the site-visit review-panel report. [↑](#footnote-ref-9)
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