



Bachelor of Social Work (BSW)

Module Descriptors

Academic Literacy (NQF 5, 12 credits)

This module is designed to develop academic and information literacy competency and assists the student with a set of values and skills necessary for academic success. These skills will enable the student to not only comply with the required academic standards of the South African College of Applied Psychology (SACAP) but will also prepare the student for success throughout their academic and professional careers. This module aims to guide the student through developing information literacy competencies, understanding the value of academic honesty and integrity, developing academic reading and writing skills, and finding one's own academic identity and using one's own academic voice.

Introduction to Social Work and the Developmental Social Welfare Paradigm (NQF 5, 12 credits)

This module is intended to provide a basic introduction to the evolution and present status of the profession of social work. The module focuses on the history of social work and social welfare and the developments in post-Apartheid South Africa and the current status of the social work and social welfare field. In addition, focus is placed on the purpose, ethics, values and skill base of the profession; the organisation and functions of public and private social welfare agencies; and the social service delivery systems. This module also addresses the impact of social problems on individuals, families, groups and/or communities. In this module, specific attention will be given to the shift to developmental services guided by the principles of democracy, human rights, social, economic and environmental justice, empowerment, partnership and sustainability. Special attention will also be paid to the call for the indigenisation of social work theories and approaches.

Introduction to Psychology A (NQF 5, 12 credits)

This module introduces the student to the diverse field of Psychology and provides an overview of some of the various perspectives that have emerged in Psychology over the years. The student will be introduced to central theories from the numerous sub-fields in the discipline of Psychology, such as Research Psychology, Biological and Neuropsychology, Developmental Psychology, and Cognitive Psychology. Throughout the module, the student will be exposed to South African case studies on various topics.

Introduction to Psychology B (NQF 5, 12 credits)

This module follows from the Introduction to Psychology A module and continues to provide the student with a broad understanding of the field of Psychology. The module introduces the student to the terminology, theories and principles related to Personality, Social Psychology, Psychology and Health, and Mental Health Issues in the in South African context. Various Psychotherapeutic modalities will be

introduced and a broad overview of the field of Organisational Psychology will be explored. Throughout the module, the student will engage with African theories and perspectives in these sub-fields of Psychology as well as South African case studies on the various topics.

Human Behaviour in the Social Environment (NQF 5, 12 credits)

This module examines human behaviour across the life course, the range of social systems and the ways these social systems promote or deter people from maintaining or achieving health and well-being. The interactions of individuals and families with the environment are explored during each phase of the life cycle, starting from infancy and early childhood, adolescence and young adulthood, middle adulthood, and the later years. In addition, this course examines the physical, cognitive, and emotional development of the individual from infancy through adolescence, old age, and even in the process of death. This module is a foundation course in the social work curriculum whereby human behaviour through the life course is studied from a bio-psycho-social and spiritual perspective. Additionally, major theories and approaches that underpin assessment and planning interventions with individuals and family client systems are presented, within the broader context of an ecological systems perspective. These theories are reviewed to assist students to understand the complexity of human behaviour. The module content will include material pertaining to race, ethnicity, class, gender, sexual orientation, gender identity, physical challenges, spirituality, and socio-economic factors as they affect life span development and human behaviour. Additionally, critical thinking and deconstructive approach will be explained to enable students to apply in identifying and challenging any assumptions, biases and in helping students adopt alternative ways of understanding the sources of behavioural dysfunction to solve human problems and improve people's social functioning.

Language and Communication Skills in isiXhosa (CPT Campus) (NQF 5, 14 credits)

This module is designed to address the need for developing proficiency in Nguni languages among Registered Social Work Practitioners, particularly in situations where English is not the primary language of communication. It recognises that language is not merely a set of rules and vocabulary to be memorized, but rather a dynamic tool for creating meaning within a social and cultural context. The module aims to use language as a means of gaining insight into the specific cultural traditions, beliefs, and experiences of the amaXhosa community. As a result of this module, students will gain basic communication skills in isiXhosa, including both linguistic and cultural competence.

OR

Language and Communication Skills in isiZulu (JHB, PTA and DBN Campuses) (NQF 5, 14 credits)

This module aims to address the need for developing proficiency in Nguni languages among Registered Social Work Practitioners who work in spheres where English is not the preferred language. The focus of the module is not solely on mastering grammatical rules and vocabulary, but on understanding language as a dynamic resource for creating meaning, with emphasis on its social and cultural aspects. The module seeks to use language as a means of gaining insight into the unique cultural experiences and beliefs of the amaZulu people. Through this module, students will acquire basic communication skills in isiZulu, which includes both foundational linguistic competence and cultural competence.

Counselling Modalities 1 (NQF 5, 14 credits)

This module introduces the student to the theoretical foundations of counselling and psychotherapy. Throughout the study of this module, the student will explore various theoretical approaches to

counselling and psychotherapy, including the history and development of each theory, key theorists, and the theory's perspective on personality development. In addition, the student will engage with the implications of these on personality theory and counselling modalities. While this module is primarily interested in the theoretical foundations of the different counselling modalities, rather than the application thereof, basic techniques, therapeutic goals, and processes will be explored. This module focuses on the contextual issues facing counselling and psychotherapy in South Africa, the basic ethical principles requiring consideration in counselling, as well as the following approaches to counselling and psychotherapy: Psychoanalytic Therapy; Jungian Analysis and Therapy; Adlerian Therapy; Existential Therapy; Person-Centred Therapy; and Gestalt Therapy.

Counselling Modalities 2 (NQF 5, 14 credits)

This module continues to introduce the student to the theoretical foundations of counselling and psychotherapy. Throughout this module, the student will gain an understanding of the history and background of various counselling modalities, the theoretical underpinning of each modality, as well as the key theorists for each modality and their perspectives on personality development. In addition, the student will explore the implications of these perspectives on counselling interaction. While this module is primarily interested in the theoretical foundations of the different counselling modalities, rather than the application thereof, basic techniques, therapeutic goals, and processes will be addressed. Counselling Modalities 2 focuses on the following: Behaviour Therapy; Rational Emotive Behaviour Therapy (REBT); Cognitive Therapy; Choice Theory/Reality Therapy; Feminist Therapy; Solution Focused Brief Therapy (SFBT); Narrative Therapy; Affirmative counselling practices; Family Therapy; and an integrative approach to therapy.

Introduction to Generalist Practice (NQF 5, 12 credits)

This module is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organisations, and communities. In this course students learn how to engage with service users using various generalist social work methods of practice (i.e., micro, meso and macro practice methods), recognising that these learning experiences must be based on the adherence to social work values and ethics. Additionally, critical thinking and deconstructive approach will be explained to enable students to apply in identifying and challenging any assumptions, biases and in helping students adopt alternative ways of understanding the sources of behavioural dysfunction to solve human problems and improve people's social functioning. Students also learn how self-awareness and the conscious use of self, impact the helping relationship and how to apply practice skills such as active listening, empathic responding, contracting, engaging with and working with endings and termination in practice. In this course all phases of the helping process (i.e., engagement, assessment, planning, intervention, evaluation, and termination) are presented and applied to interventions with individuals and families, groups and communities. Focus will be empowering students to assess risks, strengths and barriers, and to plan, implement and monitor appropriate intervention strategies. The developmental social work paradigm that examines the transactions between persons and their environments is expanded to include knowledge, skills and values related to theoretical and practice frameworks such as the empowerment, asset-based and/or strengths perspective, and the risk and resilience framework, to engender contextually relevant generalist practice in order to meet the needs of diverse client systems and populations at risk.

Diversity in the South African Context (NQF 5, 14 credits)

This module is designed to engage and explore diversity within South Africa. The purpose of the module is to create awareness of the impact of context and contextualised dynamics that ultimately shape the development of individuals and counselling practice within South Africa. The module also builds on awareness and expands the student's knowledge of issues of diversity. Diversity within this module is explored as a multidimensional combination of culture, worldview and identity, oppression, power, privilege, race, gender, sexuality, vulnerability, spirituality, religion and disability. The student will be equipped with an awareness of the uniqueness of the South African context and an ability to explore South African identity and come to grips with influences that have shaped and continue to shape South African communities, families and individuals. An understanding of ecological systems theory will be grasped and the development of self in the context of community reflected on. Throughout the module, the student's knowledge of specific contexts will be expanded in order to deepen students' critical awareness, respect, and acceptance of cultural worldviews, behaviour, and contextualised dynamics that ultimately shape the development of individuals and counselling practice within South Africa. The module also builds on awareness and knowledge and encourages the student to apply knowledge, while also conceptualising possible action for effective change within the South African context.

BSW Work Integrated Learning 1 (NQF 5, 4 credits)

This module is run over 10 weeks and requires that students complete 40 hours of training and observation as an introduction to the profession and various generalist social work modes of practice (i.e. counsellor, group facilitator, mediator, broker, and advocate). Students will be given the opportunity, through supervised WIL placements, to observe social work at all three levels, namely micro, meso and macro levels using interview and rapport building skills as well as providing supportive and collaborative relationships with an identified service user. Students should demonstrate competence in basic professional report writing. The student should bear in mind that their field work observations and training experiences must adhere to social work values and ethics. The module consists of two components, namely tutorials and training and observation. The module spans a total period of one academic term.

BSW Work Integrated Learning 2 (NQF 6, 16 credits)

The BSW Work Integrated Learning (WIL) 2 module builds upon the BSW WIL 1 module that students completed in their first year of BSW studies. This module affords students a comprehensive orientation of work integrated learning in the social work context and incorporates a practical placement within an organisational setting that provides students with the opportunity to apply micro and meso-level knowledge and skills related to a range of social work activities and processes with a primary focus on group work activities within the field. During their placement, students will receive supervision from their WIL placement site and from social workers appointed from within SACAP's faculty. The purpose of this module is to develop knowledgeable, skilled, self-evaluating, and professionally reflective social workers who can apply theory, knowledge, and skills for generalist practice within micro and meso contexts of social work practice. The module spans a maximum period of three terms and consists of two components, namely, Part 1: Preparatory Workshops (spans 1 term), and Part 2: WIL Placement (spans 2 terms maximum). Before students embark on their placement, they have to attend an 'Oath Ceremony', in which they will commit to an ethical pledge of practice and be registered with the South African Council for Social Service Professions (SACSSP) as Registered Student Social Workers.

Micro Practice (NQF 6, 12 credits)

This module introduces the student to social work practice with individuals and families within the diverse South African context. The overall purpose is for students to develop competence in responding to diverse clients' needs within the South African context. In the context of developmental social work and following generalist practice, the students will be introduced to the Integrated Service Delivery Model (ISDM) for social welfare, as a unique method of intervention in the social development contexts of South Africa. The theories and practice frameworks discussed in this course will empower students with knowledge and skills to assess individuals and families' functioning and together with the service user, identify and implement appropriate intervention strategies to address the identified needs. The student will be introduced to basic counselling skills and the professional roles of a social worker. Students will also be introduced to specific social work assessment methods and tools as a measure of intervention with individuals and families. In addition, students will gain insight on how to manage barriers to communication that may hinder the intervention process. Particular attention will be provided to motivational interviewing as a method to enable change.

Meso Practice (NQF 6, 12 credits)

This module will give the student a primer to the use of social work perspectives and methods with meso systems. Students will learn about social work practice in groups including organisations. The process and dynamics that occur in meso systems will be covered. Students will learn about the stages of group development and specific techniques that can be used to facilitate the strengths-based, solution-focused interventions at each stage. Practice principles of social work with oppressed and vulnerable people will be discussed. Information will be presented on how the type of intervention varies depending on the nature and purpose of the problems presented. The course will emphasise practical skills necessary for generalist practice at the meso level. The aims of this module are to:

- Examine how to intervene with a strengths-based, solution-focused approach with groups in social work;
- Know and understand the stages of group development and how to use techniques, skills and group work exercises and activities specific to the stages;
- Examine assessment methods as cornerstone for continuous planning and intervention with the group members, the group as a whole and the group's environment; and
- Examine ways in which the planned change process can be used with a focus on strengths within the system, as well as problems.

Macro Practice (NQF 6, 12 credits)

This second-year module builds on the Introduction to Generalist Practice module. This course introduces community development concepts and practice. The course provides historical background to community development in the United States and the South African contexts. Thereafter, the discussions consider community development as a process and an outcome or goal, focusing on the connections among the economy, society, and environment as core to successful community development. Further, it is based on the fundamental theoretical grounds of community work, community organisation and community development - one of the primary methods of social work. Knowledge from other disciplines is also important in enriching this module. The module contents provide the opportunity for students to focus further on ecological systems perspective to understand how people in groups, organisations, and communities function as they endeavour to address multiple historical, socio-economic, environmental,

cultural, religious and political challenges. Attention is given to particular theoretical and practice frameworks relevant to macro social work practice context. The module covers dynamics of small groups; role behaviour and influences, processes and functions of formal and informal organisations; and community structures. In addition, students are sensitised to the special needs and problems related to man-made and natural disasters related to climate change, migration, and/or sexual orientation, amongst other. This discussion is linked with a focus on understanding barriers and opportunities to promoting community development.

Professional Values and Ethics in Social Work (NQF 6, 14 credits)

This module explores ethics in the helping professions. It aims to provide students with foundational knowledge about universal ethical principles, ethical reasoning and ethical decision-making models. The module cultivates a sense of ethical commitment in students, as they develop a growing awareness of ethical dilemmas and the impact of their values and biases on the ethical decision-making process. The implications and considerations of applying ethics within a multicultural context will be discussed, as well as the role of ethics from a social justice perspective. This module requires the student's involvement and commitment to participate.

Social Welfare Law and the Criminal Justice System (NQF 6, 12 credits)

This module is designed to provide students with the knowledge and the ability to understand and analyse contemporary social welfare policy, policies, and the law. At the same time, social policies' aim is to promote human welfare or a state of human well-being in a society, which will be addressed in this module with a special focus on social welfare and social work-related issues. This module will focus on the development of Social Welfare Policy as well as the Criminal Justice System in the context of South Africa, as it affects individuals, families, groups, and communities from different social, economic, cultural, spiritual, environmental, and political backgrounds. The interrelationship between social welfare law, criminal justice system, restorative justice, and advocacy within the context of forensic social work will be discussed. The goal of the module is to provide students with a solid understanding of key concepts that have shaped the South African welfare policy system. As already highlighted, an emphasis will be on the development and analysis of social welfare policy, the implementation of legislation, and the impact of policy and legislation on diverse population groups within the framework of social, economic, and environmental justice and the advancement of human rights. Furthermore, focus will be on local, provincial, national and international contexts that have an influence on the South African Social Welfare Policy and the Criminal Justice System. Different case studies pertaining to vulnerable groups such as Children, Youth, Women, People with Disabilities, Older Persons, etc. will be used to link with relevant legislation and/or social welfare policies. The impact of social issues such as crime, alcohol and substance abuse, mental ill-health will also be linked to relevant legislation.

Community Psychology (NQF 6, 14 credits)

The module introduces the student to the field of community psychology, specifically looking at the historical development of community psychology in the South African context. The unique social challenges faced by communities in South Africa will be explored through its conceptual definitions, looking at the implications for the community and the intervention strategies proposed. This will acquaint the student with the realities faced by many South African citizens. The module further delves into the concept of an African cosmology as well as culture, how the individual perceives themselves existing in a community with others, and how this reality impacts their position and role in the community. Considering

that people interact with their social and physical environments and that a community may be considered a social system, with its interacting members comprising of various subsystems within it, students are familiarized with various ecological approaches that are used to better understand the community as a system. This module offers insight into the assessment of a community's needs and existing resources, as well as information on what to consider when planning and implementing a community project. This module further places emphasis on bringing community members together to collaboratively work on empowering the community resulting in greater social change.

Statistics for the Social Sciences (NQF 6, 14 credits)

This module introduces students to the basic concepts in social science research, and the statistical terminology and notation used when engaging in statistics. Descriptive data analysis techniques namely frequency distributions, measures of central tendency, variability, and probability in statistics will be explored. The underlying principles, practice and ethics in research for the behavioural sciences and various inferential data analysis techniques will be explored. The student will learn how to perform appropriate statistical techniques and how to interpret the results from quantitative analyses making sound conclusions with appropriate inferences.

Social Psychology (NQF 6, 14 credits)

This module introduces the student to the field of social psychology and explores the social environment in influencing attitudes and behaviour. This module describes social psychology and identifies how it is distinct from but related to other areas of study within psychology. The history of social psychology will be reviewed by looking at key experiments in social psychology, e.g. Milgram's obedience experiment and the Stanford prison experiment. Various theories of social psychology will be unpacked and how it can be applied to better understand the individual in their social context, with particular emphasis on the formation of one's social identity, one's perception of the self, prosocial behaviour and anti-social behaviour. The role of cognition and emotion in the establishment of relationships, inclusive of the following key concepts will be explored extensively: attitudes, stereotypes, prejudice and discrimination, conformity, social influence, and the determinants of aggression and happiness.

Advanced Micro Practice (NQF 7, 12 credits)

This module develops advanced skills in social work practice on a micro level. The purpose of this module is to provide advanced understanding of the knowledge, skills and values needed to assess and intervene effectively with individuals and families within a South African context and globally. The application of advanced social work knowledge and practice skills will be addressed within a context of professional social work values and ethics, social justice, and affirmation of the human rights of diverse groups of people. The module maintains a developmental, multicultural and strengths perspective, and a focus on diversity, and social, economic, and environmental justice perspective and focuses on relating a range of intervention models to various client populations relevant to micro practice context. This module builds on the Introduction to Generalist Practice and Micro Practice modules taken at first year and second year levels. Students learn to analyse and compare these practice models. They gain skills in selecting and applying relevant practice models and/or integrating multiple models based on service users' needs. Further, the module prepares students with the theoretical knowledge relevant to gender-sensitive and technology-based micro practice.

Advanced Meso Practice (NQF 7, 12 credits)

In this module, students will be introduced to group work within a developmental social work approach, specialised methods for the middle stage of group work as well as advanced skills for the evaluation of group work practice. Group work with specific populations will be introduced, incorporating the use of the developmental social work approach. Although social work services are rendered on different levels, namely treatment, rehabilitation, and reintegration services, early intervention, prevention, promotion, and development (Integrated Service Delivery Framework, 2006; Framework for Social Welfare Services, 2013), group work does not only focus on problem-solving but also on prevention and early intervention by following a strengths-based approach as guided by the developmental social work paradigm. The goals of this module are to:

- Examine how group work as a method of intervention can be used on the levels mentioned above;
- Determine how an assessment or intervention at one level may lead to addressing a need at multiple, other levels;
- Explain specific specialised intervention methods such as indigenous, strengths-based and social justice approaches for individual group members, the group as a whole, and the group's environment;
- Demonstrate the process of obtaining information about the group for evaluation purposes; and
- Explore group work intervention with specific populations.

Advanced Macro Practice (NQF 7, 12 credits)

This is a third-year module that articulates with the Introduction to Generalist Practice first year module and builds on from the second year Macro Practice module into the final year Applied Generalist Practice module. This course introduces students to advanced theoretical knowledge and practice skills relevant for addressing social ills and promoting sustainable community development. The course provides an articulation with concepts, theories, approaches, and models of intervention learned in second year. Therefore, emphasis is placed on an elaborate discussion of community development as not only a method of social work practice but also process and a strategy. Further, attention is placed on fundamental advanced theoretical and practice frameworks relevant to community work, community organisation and community development. The module contents provide the opportunity for students to engage in group discussions that highlight good practice examples of community development interventions that target social, economic, political, cultural, and environmental issues that affect human well-being and society at large. Special focus is further placed on the intentional involvement of community members as key stakeholders to ensure social work practitioners understand how people in groups, organisations and communities are affected by multiple historical, socio-economic, environmental, cultural, religious, and political challenges, to better conceptualise contextually relevant, effective, and sustainable interventions. Attention will be given to processes of identifying and engaging key stakeholders, recognising the roles and functions of formal and informal organisations and community structures, and enhancing existing indigenous approaches. In addition, students will be sensitised to the special needs and problems related to man-made and natural disasters in relation to climate change and globalisation. This discussion will be linked with a focus on understanding the use of technology and digital platforms in mobilising communities to engage in community-based efforts to promote sustainable community development.

Applied Research Methodology (NQF 7, 14 credits)

This module explores a variety of theoretical and practical approaches to research with a focus on the most widely used research techniques. The module takes the student on a journey of exploring the research process from planning, conceptualisation, measurement, and reviewing methods for data collection, to data analysis. Various paradigms, research designs, and sampling methods will be reviewed, as well as the ethical considerations embedded in these research processes.

BSW Work Integrated Learning 3 (NQF 7, 30 credits)

This module builds on the skills and capabilities built in the previous two Work Integrated Learning (WIL) modules and focuses on the micro, meso, and macro practice levels. Students will be expected to translate the knowledge, values, and skills learned in the third year in Advanced Micro, Meso, and Macro modules, into the WIL placement. This WIL module offers students a comprehensive opportunity to develop advanced social work knowledge, skills, techniques, processes, and interventions at micro, meso, and macro levels within the context of a supervised WIL placement in an organisational setting specifically related to various specialised fields within the social work profession – with special emphasis on community work and community development. The module spans over three terms and includes 300 hours of notional WIL hours. Through WIL, students will gain practical exposure to the following, but not limited to families, poverty, unemployment, health, and mental health care, crime and corrections, substance use, youth development, child abuse, gender-based violence, disabilities, care for the elderly, climate change and disaster management. During these placements, students will receive supervision from both a placement site supervisor as well as with a SACAP-appointed supervisor. The module spans a maximum period of three terms and consists of two components, namely, Part 1: Preparatory Workshops, and Part 2: WIL Placement.

Green Social Work and Sustainable Development (NQF 7, 12 credits)

This module acknowledges the person-in-environment perspective and the prioritisation and inclusion of social and environmental justice into contemporary social work practices are critical. The focus will be on the interdependency of the physical ecosystem, people, fauna, and flora. In this module students will develop an understanding of the transdisciplinary, holistic approach of Green Social Work/Environmental Social Work/Ecological Social Work as a “new environmental paradigm for the profession of social work” (Dominelli, 2018, p.1). The green social work perspective is underpinned by values and principles enshrined in the developmental social work paradigm. These include human rights, social justice, equality, social inclusion, equitable distribution of resources, strengths, partnership, and collaborative efforts in meeting people’s needs whilst protecting the natural habitat. A green social work framework teaches students to view their social work practice through a lens that considers environmental challenges and the impacts of these on individuals, families, groups, communities, and the environment. Students will begin to understand the pivotal role social workers play in advocating for socio-economic and environmental justice. Disasters such as poverty, pollution, droughts, flooding, and environmental degradation will be explored. Addressing environmental concerns allows social workers to adopt diverse roles ranging from being coordinators of practical assistance to developing individual and community resilience in responding to natural and human-made disasters throughout the disaster cycle of prevention/mitigation, preparedness, response, and recovery. Once a Green Social Work framework has been constructed, students will begin to understand the pivotal role social workers play in developing sustainable socio-economic development strategies, interventions, as well as ensuring food security and resource sustainability.

Psychopathology (NQF 7, 14 credits)

This module introduces the student to the core theoretical aspects of psychopathology and the different ways in which abnormal behaviours manifest themselves. Students will be introduced to the landscape of mental illness and what distinguishes it from normal experiences, as well as some of the complexity involved in the understanding and diagnosis of mental disorders. Whilst there is a strong focus on the prevailing western systems of classification, namely the DSM-5 and the ICD-10, students will be encouraged to critically engage in some of the benefits, limitations and applicability of these nosology systems broadly, and specifically in a South African context. The module concludes with a critical examination of African Aetiological and Well-Being Perspectives and an overview of ethical considerations related to the diagnosis and treatment of individuals who experience mental illness.

Theories of Personality (NQF 7, 14 credits)

This module provides students with an opportunity to explore a range of theoretical frameworks that are used in the study of personality. This module further describes the development of the history of the study of personality and critically evaluates core definitions, assumptions and issues within the field of personality psychology. Concepts of assessment and research in the study of personality are described and various types of assessment instruments used in studying personality are explained. Key themes related to individual differences in people with reference to a variety of personality theories, including psychoanalytic, neo-analytic, social-behavioural, humanist, existential and trait theories of personality will be explored. Factors related to the unconscious, temperament, affect regulation and development of personality will be discussed.

BSW Work Integrated Learning 4 (NQF 8, 60 credits)

This Work Integrated Learning (WIL) 4 module includes 600 notional hours that have to be completed in the final year of the Bachelor of Social Work. The module provides the opportunity for students to engage in social work practice at an advanced level, applying and integrating generalist practice skills with individuals, families, groups, and communities. At the end of this module students must demonstrate competence in rendering effective best practice models with individuals, families, groups, and communities in accordance with the scope of practice for registered social workers. At this level, students should demonstrate a grounded sense of professional identity as a student social worker and a commitment to the core social work values, ethics, and principles. This WIL placement provides an opportunity for students to engage in a variety of social work practice settings including the ability to conduct a holistic and comprehensive needs assessment, design, implement, monitor, and evaluate appropriate interventions ranging from prevention, early intervention, statutory intervention, residential, alternative care, reconstruction and aftercare with individuals, families, and groups to broader communities, including empowerment, skills development, social activism and/or advocacy at local, regional and/or international levels.

Applied Generalist Practice (NQF 8, 12 credits)

The purpose of this module is to deepen the expertise of students on the application of the knowledge and skills of generalist social work practice with individuals, families, groups, organisations, and communities in the South African, Regional and Global context. This module builds on the following modules: Introduction to Generalist Practice in first year, Micro Practice, Meso Practice, and Macro Practice in second year, and Advanced Micro Practice, Advanced Meso Practice and Advanced Macro

Practice in third year. The module makes use of a variety of case studies where students apply their micro, meso and macro intervention skills. The module also emphasises the importance of integrating social work practice skills of direct practice and community work thereby bridging the micro-macro divide. Professional and ethical behaviour and values when engaging with service users in both South Africa, African and Global contexts are applied in case studies provided in this module. Further, the students should demonstrate an ability to apply anti-racist and anti-oppressive, decolonial and indigenous knowledge based social work practice and advance human rights and social, economic, and environmental justice. Students will hone advanced skills of engagement, assessment, planning, implementation, evaluation, termination, and follow-up at all the three intervention levels; present case studies whereby they analyse theoretically informed, evidenced-based interventions and ethical dilemmas.

Research Thesis (NQF 8, 30 credits)

This module provides an opportunity for the student to engage in the research process and to conduct a research study on a researchable topic. This module holds a dual focus whereby students will conceptualise the research, write the proposal, and collect the data as a group project, and then analyse, write up and report on the findings individually. Furthermore, this module enrolls the student in areas that are key to the research process. These areas consist of:

- the conceptualisation of the topic guided by the assigned supervisor;
- constructing relevant research aim, objectives, hypotheses or questions;
- an extensive literature search;
- detailing the methodology underpinning the study;
- analysing the data; as well as
- the presentation of the results.

Ethical procedures specific to the research process will be explored, with a strong impetus on the adherence to sound ethical practice in research and the dissemination of research findings. The research thesis module is run over three (3) academic terms and comprises:

- i. The research proposal;
- ii. the research mini thesis; and
- iii. the research day poster presentation.

Social Policy and Social Development (NQF 8, 12 credits)

There is arguably a fundamental ethical and moral imperative for social work practitioners to be cognisant of the praxis of social policy and social development as strategies for addressing human rights abuse, injustice, inequality, marginalisation, unemployment, environmental degradation, poor infrastructure, poverty, corruption and poor public service delivery. This module is aimed at broadening understanding of how policy is developed; the guiding principles and ideologies; and the processes of policy communication, development, and analysis. This module explores the theoretical framework for social policy, social development processes, and strategies for promoting social justice and sustainable development. In this module, students will be exposed to the inter-dependency of national, regional and international policies that determine or influence current South African legislations and policies. Further, students will gain knowledge and a repertoire of skills on advocating for policies that addresses the needs of individuals, families, groups, and communities, following appropriate policy making phases and steps,

using relevant methods, models and approaches for policy analysis. Specifically, the module addresses developmental social work and social welfare values as an impetus to social development in respect of youth unemployment, gender inequality, land reform, job creation and poverty alleviation, inclusion of diverse marginalised populations, with a special focus on challenges and opportunities for using social policy to develop social development projects and programmes. Students will engage in critical debates regarding policy issues and the management of social and economic development challenges within the South African context. The aim is to enable students to engage in advocacy initiatives and critical policy making debates in so far as socio-economic, environmental, political, spiritual-cultural issues and challenges are concerned. At the end of this module, students will be able to participate in policy making and analysis processes, following different theoretical frameworks, models or approaches and tools.

Social Work Management, Supervision and Administration (NQF 8, 12 credits)

This module explains management, supervision and administration in the Social Work context. Supervision and Administration are acknowledged as secondary methods in Social Work. The focus of the module will be on the different functions of supervision (educational, supportive, administrative, evaluation, modelling, personality enrichment and motivation) and functions of management (planning, organising, leadership and control). However, additional aspects will be covered in order to enhance the knowledge, skills and attitude to ensure the quality of Social Work Management, Supervision and Administration and in so doing, to promote the quality of Social Work services to individuals, families, groups and communities.