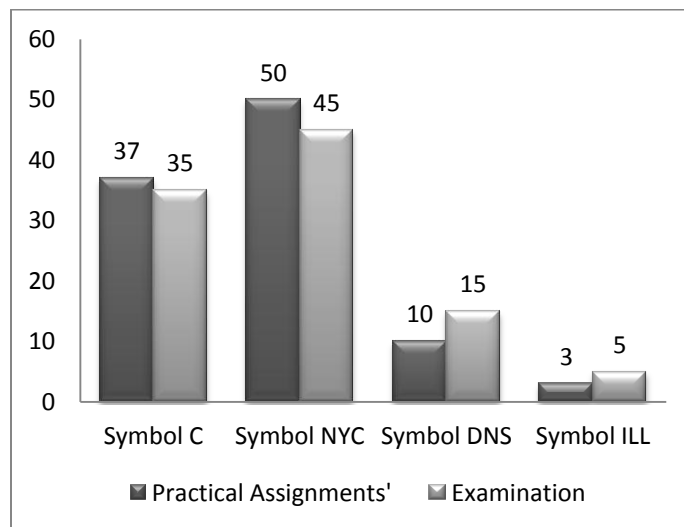


Objective 8; 2) the extent to which the learning material of Module 5 covered the topics which related to the SAQA (2012, ID 23993) SAW qualification framework associated assessment criteria; 3) the extent to which the practical assignments and examination questions papers covered topics in the learning material; and 4) the performance of learners in their practical assignments and examination for this Objective. Examples of evaluation evidence for the evaluation judgements and the elaborative conclusions and judgements are presented below.

6.4.5.1. Evaluation evidence related to outputs for Objective 8.

The first type of evidence with regard to Objective 8 was found in the Module learning material linked to the SAQA (2012, ID 23993) associated assessment criteria, as well as to the practical assignments and examination question papers. This evidence included the following topics: i) what research was about; ii) description of the research process and methods; iii) ethical considerations; iv) the role and task of the SAW related to research; v) key objectives of research and components of the research report; and vi) administrative tasks of a SAW during a research project. The second type of evidence related to learner performance in their practical assignments and examination, which were found in the summative examination results files and the funder progress report, the programme report and in memoranda. Learner performance evidence is presented in the next Figure 9.

Figure 9: Learners’ practical assignments and examination performance for Research



By contrast with the results shown in the previous bar charts, in Research marginally more learners (37%) were marked C in their practical assignments than in their examination (35%). However, in the practical assignments a high 50% of the learners were found to be NYC; 45% with the examination. Thus, on average, learning in the two components for this Module only took place with 48% of the learners.

The evaluator found that the learning material topics were implemented and covered in the practical assignments and examination questions, as well as being linked to the SAQA (2012, ID 23993) associated assessment criteria. Content analyses data findings from the programme documents indicated that the accredited provider made provision for the NYC 50 % of learners to resubmit and rewrite the assignments and examination. The mentors of these learners were instructed to re-explain the subject, so as to improve the learner performance in both the practical assignments and the examination. The elaborative conclusions and judgements relevant to this Module are validated or refuted in Section 6.5.3 of this chapter. It is important to note already that judgements are closely related to the extent to which the learners were able to bring the theory into practice by means of the practical assignments – which is a fundamental WIL component of the SAW training programme (CEFA, 2010:3).

6.4.6. Module 6: Report writing.

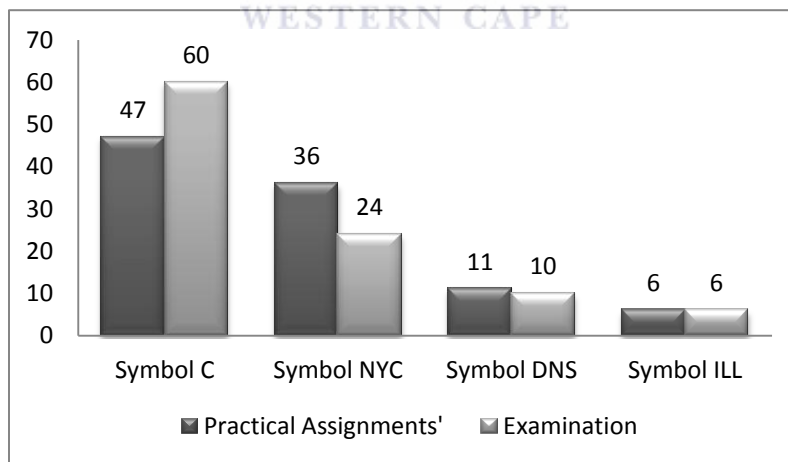
Module 6 focused on report writing and was linked to the successful achievement of Objective 9 of the ELOs for the SAW qualification at NQF Level 4. The aim of Objective 9 was to: a) equip learners with the ability to keep precise records; b) compile accurate reports on social needs and social auxiliary work activities; and c) file the records appropriately (SAW SAQA, 2012, ID 23993:3). Assessment of Objective 9 was by the extent to which learners kept precise records, compiled accurate reports on social needs and social auxiliary work activities – and filed them appropriately. The outputs and outcomes related to Objective 9 were described in Chapter Four; they were also diagrammatically indicated in the theory-of-change and logic models shown as addenda to this thesis. Even though this Objective only related to one output, it was still necessary for the evaluator to find evidence in this regard and these are presented next.

6.4.6.1. Evaluation evidence related to the output for Objective 9.

The first evidence found was that the learning material topics were covered in the practical assignment questions and examination questions. These topics included: i) the function of report writing; ii) the types of reports written by the social worker and the SAW; iii) the format for report writing; iv) report reflection; v) the requirements for writing a good report; vi) the handling and storage of reports; vii) determining who may write and sign a report; viii) the necessity for accurate record keeping and reporting as well as interventions by the social work team; ix) the SAW's scope of practice related to records and reports; and x) meeting the required standards for clarity, efficiency, effectiveness and statement of purpose.

The second set of evidence related to the learning materials topics, with regard to their associated assessment criteria set by the SAQA (2012, ID 23993) SAW qualifications framework. The third (and last) set of evidence was the assessment of learners' performance in their practical assignments and examination – presented in the bar chart below.

Figure10: Learners' performance in the practical assignments and examination for report writing



This bar chart shows that here (as in most performance results) learners did relatively well in their examination (60 %) compared with their practical assignments (47%). Whilst learner performance was low, here again learners marked NYC were given the chance to resubmit and rewrite their practical assignments and examination. Findings for validating or refuting

Objective 9, based on the results from the questionnaire for the SAW training programme implementation evaluation, are shown in Section 6.5.3.

6.4.7. Module 7: Intervention strategies.

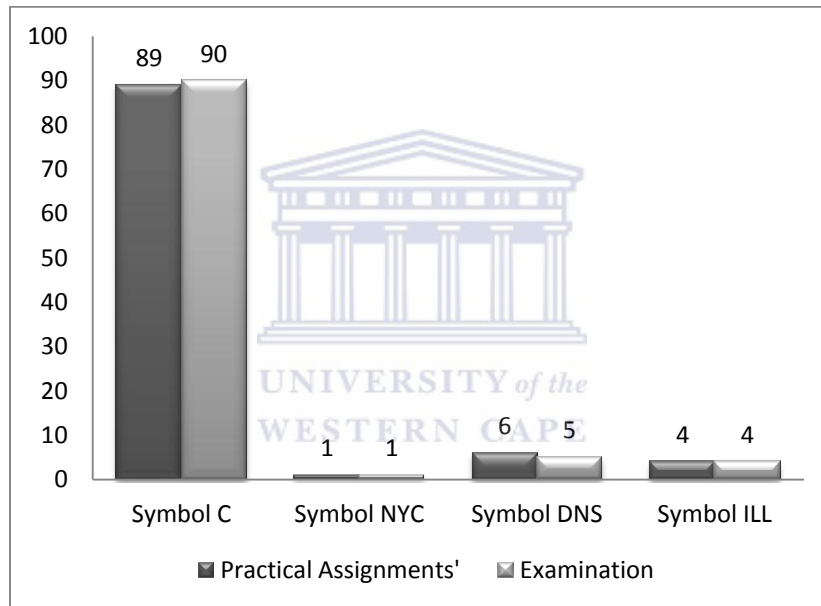
Module 7 related to the successful achievement of Objective 10: to implement appropriate social auxiliary work methods and techniques to address the social needs of client systems; and Objective 11: to work effectively with social workers and members of multidisciplinary and sectoral teams in social service delivery (SAW SAQA, 2012, ID 23993:3). Learner knowledge and skills development was done during the implementation of the learning material associated to these two Objectives in the SAW training programme. The evaluator to assess: a) whether these above Objectives were achieved, b) the content of information disseminated in the learning material for these Objectives; c) whether the learning material had been aligned with SAQA (2012, ID 23993:4) associated assessment criteria; and d) the extent to which the learners' performed well in their practical assignments and examination for this Module. The activities, outputs and outcomes of both Objectives, relevant to Module 7 of the SAW training programme, were described in detail in Chapter Four, as well as also presented in the theory-of-change and logic models addenda of this thesis. Brief evaluation judgements are presented below; the elaborative conclusions and judgements for Module 7 are presented towards the end of this chapter.

6.4.7.1. Evaluation evidence related to outputs for intervention strategies

Three sets of data were collected for evaluation evidence relevant to Module 7. The first set of evidence focused on the learning material topics which had to be covered in the practical assignment questions and examination questions. These topics included: i) helping project process phases; ii) interview phases and skills; iii) budgeting; iv) drawing up a household budget and financial accounting; v) community development and community work; vi) community work phases and processes; vii) characteristics and functions of a meeting; viii) portfolio development; ix) presentation/public speaking; x) methods in social work; xi) community profile (resources identification); and xii) fundraising.

The second set of evidence was linked to the extent to which the above-mentioned topics were aligned to the required SAQA (2012, ID 23993: 4) associated assessment criteria. The third set of evidence assessed the extent to which the learners performed well in their practical assignments and the examination of the topic for this Module 7 and is presented in Figure 11 below.

Figure 11: Learners’ performance in the practical assignments and examination for intervention strategies



This bar chart shows that learners, for the first time in the training programme, did very well both in their practical assignments and their examination. The evaluator could conclude from the content analysis of the learning material for Objectives 10 and 11 that the learning content had been implemented in accordance with meeting these Objectives, as there was evidence that learners could use appropriate social auxiliary work methods and techniques to address the social needs of client systems – and that they were working effectively with social workers and members of multidisciplinary and sectoral teams in social service delivery. There was also evidence that the learning content was linked to the SAQA (2012, ID 23993:4) assessment

criteria for the outcomes of Objectives 10 and 11. Furthermore, learners' performance in the practical assignments and examination showed very good results, which implied that the learning material content was understood and well applied by the learners.

Another possible reason for the better performance by learners could have been due to the cumulative training of mentors, by now more than in the previous Modules – as shown by the accredited provider's progress and mentor report findings. This resulted in: 1) mentors being better able to integrate their professional experience and stimulating the work environment, so creating a climate for optimal learning; 2) mentors acting more as role models for the learners in their ethical orientation as social auxiliary worker ; 3) mentors better sharing their knowledge and skills, as well as investing more in the training programme; and 4) learners being better instructed by mentors, with improved clarification from mentors about their practical assignments and daily activities (CEFA, 2010: 2). In the reports relevant to Objectives 1 to 9 it was recorded that mentors agreed that they had problems to: "...control their learners, ...brushing up on their acts, ...taking ownership of the mentor's guide and guideline of what was expected of them as mentors..." (CEFA, Progress Report, 2010:11).

The evidence above contributed to the judgement that learning did occur with regards to Objectives 10 and 11. The elaborative conclusions and judgements are presented in Section 6.5.3, where findings are validated or refuted based on the evaluation questionnaire results of the SAW training programme.

6.4.8. Module 8: Project management

Module 8 of the SAW training programme was linked to Objective 12 of the SAQA (2012, ID 23993:3) ELOs – aimed at demonstrating a basic knowledge of matters related to social auxiliary work (SAW SAQA, 2012, ID 23993:3). To assess this Objective, content analysis of learning material was used from the documents referred to earlier. This content analysis focused on: 1) assessing whether the learning material was incorporated in the practical assignments and the

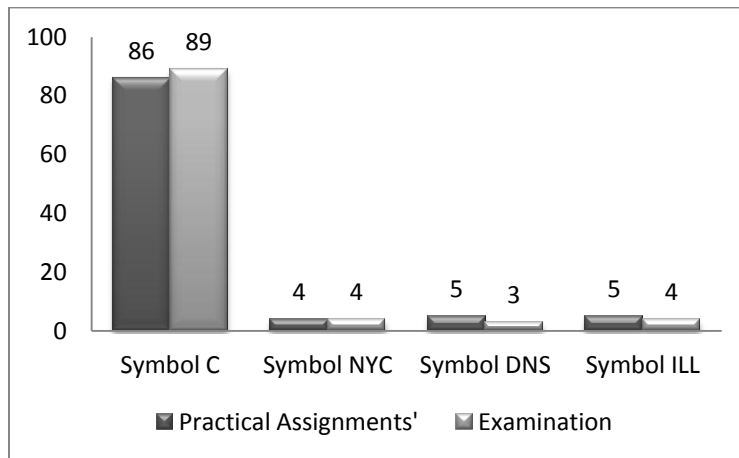
examination questions; 2) whether the learning material for this Objective was linked to the SAQA associated assessment criteria used as a benchmark to assess the learning programme aligned to the SAQA (2012, ID 23993) qualification framework for SAW; and 3) how the learners performed in practical assignments and examination relevant to Module 8.

The outputs and outcomes linked to Objective 12 were addressed in Chapter Four and the addenda attached to this study. Evidence had to be gathered relevant to the outputs and outcomes for Objective 12 in order to reach conclusions and make judgements with regard to the extent to which the Objective was met. The next section will discuss Examples found in the programme documents relative to this Objective are discussed in the next section.

6.4.8.1. Evaluation evidence related to the outputs for Objective 12

The evidence found related to the learning material covered in the practical assignments and examination questions, which also had to be aligned with the SAQA (2012, ID 23993:4) associated assessment criteria. The topics covered in the learning material for this Module included: i) a definition of the programme and project; ii) steps of the project cycle; iii) origin of project ideas; iv) a description of a project; v) the role, characteristics, responsibilities, tasks and abilities of a project manager; vi) the effective project team; vii) the project concept; viii) monitoring and evaluation of the project; ix) elements of project management; x) formulation of project goals and aims; xi) funding for a project; xii) procedures and methods for budgeting, financial administration and accountability in an organisation; xiii) and scope and procedures regarding all types of social security grant procedures and administration (CEFA, 2010:4). The next section deals with the set of evidence relating to the results found from the learners' performance in their practical assignments and examination is presented in the next section.

Figure 12: Learners’ performance in the practical assignments and examination for project management



Here again the bar chart shows that learners for the second time, round did very well in both their practical assignments and their examination; the accredited provider progress reports again pointed out that this performance was related to the same mentor reasons mentioned for Module 7 above (CEFA, 2010:2-3). Furthermore, the progress report (2010) indicated that: i) all role players especially the facilitators and mentors were committed, participated and dedicated in their tasks; ii) facilitators and mentors had ensured that learners understood the terminology (language barriers and new terminology) which resulted in learners understanding well the practical and theoretical questions; iii) facilitators had discussed the practical assignments with learners during the theoretical session, so as to prepare them for the tasks; and iv) mentors ensured that each learner had a clear understanding of what was expected of him or her on each assignment. The accredited provider also reported that the link between the every-day activities of learners in the workplace and the underlying theories created opportunities for learners to develop, resulting in better learner performance (CEFA, 2010:2). The accredited provider was of the opinion that learners took ownership of their learning and argued that: “...it is evident that learners took their studies seriously and were committed to succeed and complete the study...” (CEFA, 2010:3).

From the evidence presented in this section, the evaluator could conclude that the content of the learning material for Objective 12 was applicable and relevant to the outcomes that the SAW

training programme aimed to achieve by means of this Objective. Learner performances in their practical assignments and examination showed that the content of the learning material was understood and applied by the learners, as they performed well in the practical assignments as well as the examination (CEFA, 2010:10 & Progress Report, 2010:11). This again was most likely due to the efforts made by the facilitators and mentors for this Module, by comparison to the first six (6) Modules of the training programme in which the learner performance was not as good. Later in this chapter, the above findings are validated or refuted based on the results from the questionnaire for the SAW training programme implementation evaluation.

6.4.9. Module 9: Community development

Module 9 was linked to the purpose of Objective 13, which was: a) to understand basic policies, legislation and organisational functioning; and b) to possess the ability to respond as a SAW in community development within the team context (SAW SAQA, 2012, ID 23993:3). The assessment of this Objective had to be aligned to the following SAW training programme topics: i) understanding of basic policies; ii) legislation and organisational functioning; and iii) the ability to respond as a SAW in community development within the team context (CEFA, 2010:4). The outputs and outcomes for Objective 13 were described in Chapter Four and outlined in the theory-of-change and logic models shown as addenda to this thesis. In order to reach conclusions and make judgements regarding the outputs and outcomes for Objective 13, an assessment had to be made as to whether there was evidence of the implementation of these outputs and outcomes, as well as application of the information in the learning material. The elaborative evaluation conclusion and judgement about the extent to which Objective 13 was met is presented towards the end of this chapter, as well as in the consolidated Table 13 further below.

Some evidence and brief evaluation judgements are presented below with regard to learner performance in their practical assignments and examination relevant to Objective 13. Such evaluation judgements were based on evidence collected and assessed from the content analysis

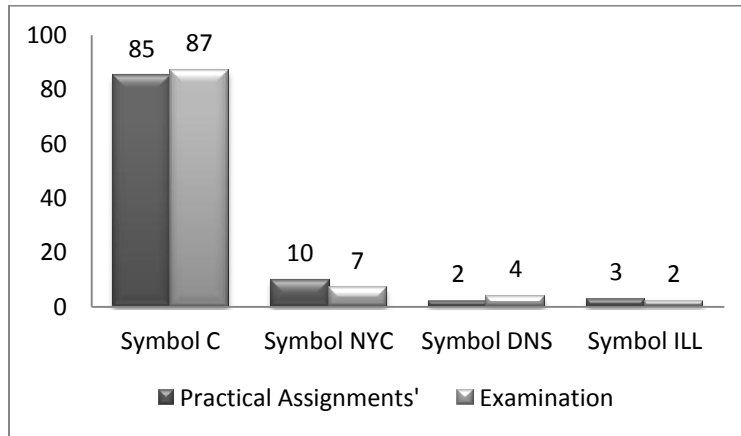
of the learning materials as well as the learner workbooks practical assignment questions and examination questions.

6.4.9.1. Evaluation evidence related to outputs for community development

The first type of evidence found was related to the learning material topics covered in the practical assignment questions and the examination questions – and integrated into the assessment criteria for this Objective (described in Chapter Four). These topics included: i) development; ii) the aim of community development; iii) the MDGs; iv) community's strengths; v) the concept of community development; vi) community participation; vii) the process of community development; viii) factors that influence the quality of people's lives; ix) ethical principles of community development; x) practical principles of community development; xi) components of social development; xii) phases in the process of community development; xiii) conducting non participatory observation; xiv) phases of the project cycle; and xv) people-centred planning (CEFA, 2010:4).

The second set of evidence for assessment related to learning materials for this Objective that had to be designed and implemented according to the required SAQA (2012, ID 23993) associate assessment criteria, which had to be aligned to the third set of evidence which focused on the learner performance in practical assignments and examination. Figure 13 below indicates the learners' performance in the community development practical assignments and examinations.

Figure 13: Learners' performance in the practical assignments and examination for community development



The bar chart shows that learners did well in both the practical assignments (85% C) and the examination (87% C). The evidence in the above bar charts contributed to the conclusions and judgements being made by the evaluator. The evaluator could conclude that the content of the learning material was implemented in accordance with the SAQA (2012, ID 23993) qualification framework ELO 13 and aligned with the associated assessment criteria prescribed in the qualification framework, which resulted in the learners understanding basic policies, legislation and organisational functioning as well as ability to respond as a SAW in community development within the team context. The response ability could again also be justified by the approach followed by the facilitators and mentors for the previous two Modules. Later in this chapter, these findings are validated or refuted based on the results obtained from the questionnaire for the SAW training programme implementation evaluation.

This section has thus far dealt with the actual formative and summative learner performance results with regard to the nine (9) Modules which integrated the thirteen (13) ELOs of the SAQA (2012, ID 23993) SAW qualifications framework at NQF Level 4. The next section deals with the perceptions and opinions of the learners with regard to the SAW training programme, as well as the accredited provider. At the end of the next section the consolidated results for the content

analysis (formative & summative results) are shown, together with the learners' perceptions of the SAW programme and accredited provider.

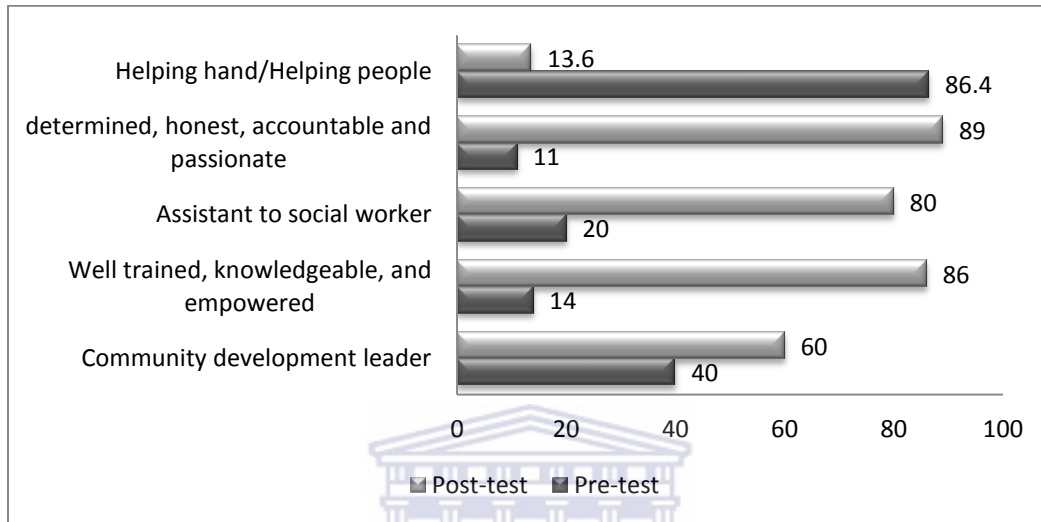
6.4.10. Results of learners' perceptions of a SAW and of the SAW training programme offered by the accredited provider

This section deals with the learners' perceptions of the SAW and the overall SAW training programme offered by the accredited provider. In order to determine the learners' perceptions of a SAW, the researcher started the evaluation by asking questions relevant to what the learners thoughts were regarding a SAW. This questioning was done before (pre-test) and after the SAW training (post-test). The pre- and post-test questionnaires consisted mostly of open-ended questions, which were coded using grounded theory in order to develop the categories and sub-categories for the data capturing, in order to produce the summative perception differences bar chart shown below (Babbie & Mouton, 2007:499; Creswell, 2009:13). The data was categorised and coded in relation to similarities, dissimilarities and omissions relating to learners' perceptions and thoughts with regard to the SAW.

The pre- and post-test measurement results enabled the researcher to track possible perception changes associated with a SAW as a result of the training. It can be seen from the bar chart below that there was a clear shift in learners' understanding of the roles and functions of a SAW. This shift related to a dominant initial perception in the pre-test of a SAW as a person helping people and lending a helping hand to a more professional understanding, after training, that a SAW is determined, honest, passionate and accountable, an assistant to the social worker and a well-trained, knowledgeable and empowered person with emphasis on community development. Mention was made in Chapter Two that the SAW had an essential role to play in helping the (SWP) address the socio-economic needs that communities face. This has been evidenced in the learners' perception that the SAW is an assistant to the SWP in community development. Yet, a SAW is also a well-trained, knowledgeable and empowered person in his or her own right, a requirement for being an assistant to a SWP involved in community development. The accredited provider had thus developed and implemented a SAW training programme with which learners

could be prepared to contribute towards the socio-economic needs and addressing of communities' poverty related issues. Figure14 below indicates the learners' perceptions before and after their training.

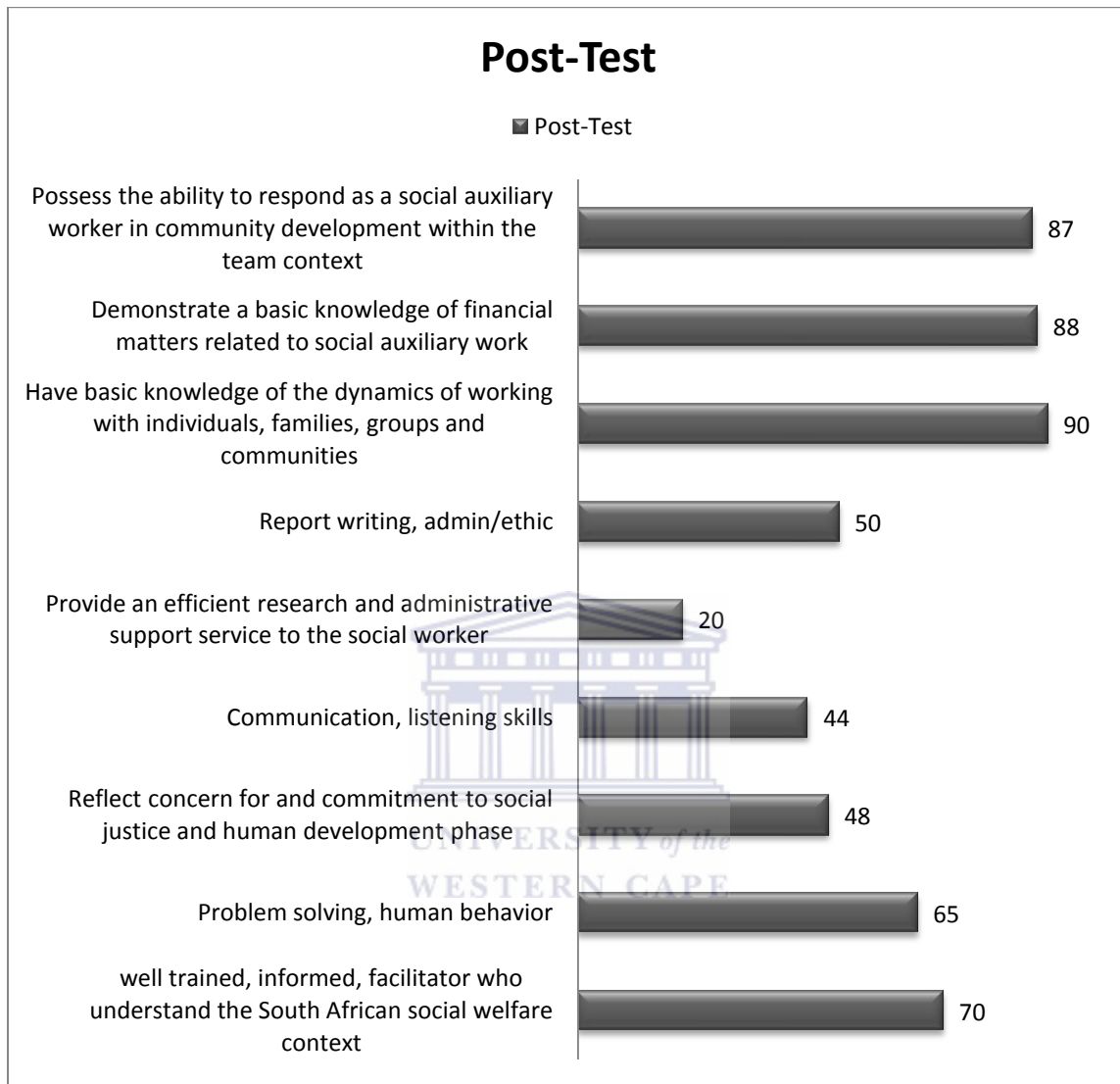
Figure 14: Learners' perceptions of a SAW



This bar chart shows the considerable change in learners' perceptions of a SAW during training.

Learners' perceptions regarding the training offered by the accredited provider were measured after completing the SAW training programme. Data from learners answers to the evaluator designed a questionnaire consisting of 27 questions and was clustered into nine (9) categories; the results are presented in Figure15 below.

Figure 15: Learners’ perceptions of the training offered by the accredited provider.

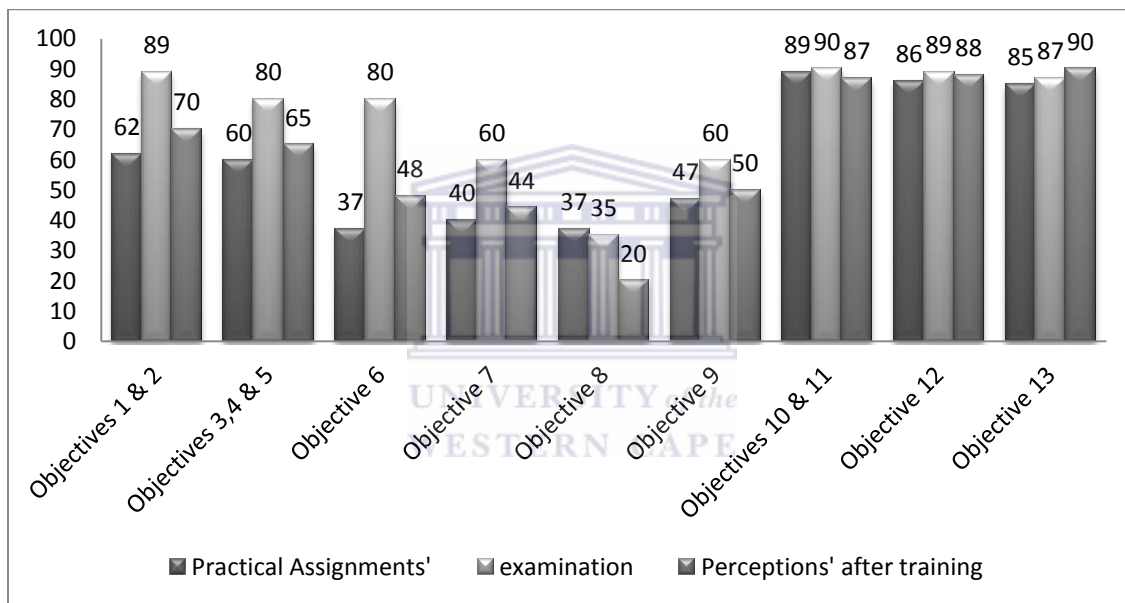


The evidence of this bar chart indicates that the learners gained a generally strong perception of the training provided for a SAW to become a social welfare professional in the community and in team action. Learners also gained a reasonably good perception of the facilitator input and the problem solving aspect, However, perceptions gained about the support aspects of the training – reports, research, communication and concern – were poor to marginal, indicating a need for the accredited provider to re-evaluate and, as necessary, revise and improve these aspects of their SAW training programme.

6.4.11.Consolidated results for SAW training programme content analysis, learners perceptions of the SAW training and opinions of the accredited provider.

Learners’ perceptions, together with their performance in their practical assignments and examination, are presented in the following consolidated chart (Figure16) and interpreted collectively.

Figure 16: Consolidated results of learners’ performance in and perceptions of the training offered by the accredited provider.



This bar chart shows that the learners performed much better in Objectives 10 & 11, 12 and 13 than in the other Modules and related Objectives; possible reasons were provided in previous sections of this chapter. These findings mean that the last Objectives achieved their purposes, both in theory and in practice – a finding confirmed by the learners’ post-training perceptions assessment. These results show that 87% of learners acquired the ability to respond as SAWs in a community development team context, 88% demonstrated a basic knowledge of financial matters related to social auxiliary work – and 90% have a basic knowledge of the dynamics of working with individuals, families, groups and communities.

For the earlier Objectives 1 to 6 this combined bar chart shows that learners generally achieved better results in their written exams than in their practical assignments – and that this was matched approximately by their final perceptions. In the main this showed that learners were well trained and informed, with a good understanding of the South African social welfare context in which they assist SWPs – and with an ability to solve problems in the context of human behaviour. Through the accredited provider’s SAW training programme training a considerable majority of learners had progressed towards becoming more experienced as professional as SAWs. However, the lower results achieved in the practical assignments indicate a need to re-evaluate – and perhaps revise – this content in the training programme. The relatively lower learner achievements for Objectives 7 to 9 also indicated cause for concern as to the value of the training programme content and/or its teaching effectiveness.

In terms of the above Objectives, the findings for Modules 1, 2, 7, 8 and 9 support the learners’ perceptions of the SAW, as illustrated in Figure 14. Learners believed that a requirement for becoming a SAW was that he or she should be well trained and informed, knowledgeable and empowered, determined, honest, accountable, passionate in professional commitment, provide a helping hand to others, be involved in community development and able to assist the SWPs.

The perceptions for Objectives 10 to 13 were reinforced by the argument made in Chapter Two by Leong and Kavang (2013:3) that WIL helps learners to develop a better perception of their personal and professional path than they might otherwise have, as it helps to ensure the expansion of learner knowledge of the world of work. WIL in the SAW training programme offered learners opportunities to apply the theories learnt in the classroom at the actual workplace whilst they continued to learn (Leong & Kavang, 2013:3). Such application helped to ensure that learners attained personal development and a sense of self-fulfilment (Harpe & David, (2011) cited in Leong & Kavang, 2013:2).

Poorer performances in some Objectives were identified as due to: 1) learners finding the learning materials and topics for these Objectives difficult and challenging to translate into practice; 2) it was the first time that learners were introduced to such material, and they did not have any background concerning the subject; 3) certain sections of the practical assignments

were phrased in such a way that the learners could respond in a closed-ended manner; 4) mentors were not well trained and could not guide and support learners through their studies; 5) mentors could not share their knowledge and skills, give clarification to the learners regarding practical assignments – and explain the terminologies which were barriers to better understanding of the Module(CEFA, 2010:2, 3) – and learners also could not link their every-day activities in the workplace to the classroom theories, in order to create development opportunities (CEFA, 2010:2); and 6) learners had expected that mentors would do their assignments, which resulted in learners not being committed, mature and owning their studies; mentors also gave information to learners very late regarding exams and theoretical sessions (Lead Coach Report, 2010).

The accredited provider also highlighted that the lower learner performances in practical assignments were due also to: 1) learners not using all opportunities to attain competency (C); 2) training materials were difficult to obtain; 3) assessments were harsh, 4) mentors were confused about the boundaries of their responsibilities; 5) the application of theory to a practical assignment was challenging; and 6) learners did not provide enough information in answering the assignments questions. It appeared that learners needed more explanations and details to understand their assignments than was not done for the above Objectives (CEFA,2010:16).

The problems identified above had jeopardized learners' attainment of their personal development and a sense of self-fulfilment. One of the ways forward could be an ongoing process of mentor training, for them to be able to support learners throughout their studies from the outset. As the mentors are able to help the learners with their every-day activities in the workplace, this should result in learners expanding their knowledge in the world of work, with better perception of their personal and professional path (Leong and Kavang, 2013:3). Consequently, learners would have enhanced opportunities to apply the theories learnt in the classroom in an actual workplace, whilst they continued to learn, thus improving their understanding and performance (Leong & Kavang, 2013:3). For the above Objectives, the accredited provider mentioned that: "... mentors agreed that they had a problem to control their learners, brushing up on their acts, taking ownership of the mentor's guide and guideline of what was expected of them as a mentor..." (CEFA, 2010:7).

Despite the problems identified above in meeting Objectives 1-13, it could be concluded from the evidence in Section 6.4 that: 1) the learning materials topics were covered in the practical assignment and examination; and 2) the learning materials were linked to the required SAQA (2012, ID 23993) SAW qualification framework associate assessment criteria – which were also fundamental standards for the implementation evaluation of SAW training programme.

Madhu (2009:652) suggested (see Chapter Two) that the shortage of SWPs could be solved by training and employing more SAWs – both to address the current workload problem of SWPs and to start SAWs out on their career path as prospective SWPs. The SAW is at the frontline of social development and transformation, especially in under resourced communities (SAQA, 2012, ID 23993:8). The SAW training programme of the accredited provider was a starting point which could help to start addressing the shortage challenge of SWAs and SWPs in South Africa.

This chapter has so far dealt with answering the questions which relate to Sub-Objective 3 of the study. Sub-Objective 4, which aimed to provide findings and judgements of the SAW training programme by the accredited provider, is dealt with in the remaining part of this chapter. This Sub-Objective presents a structured and concise representation of the findings, conclusions and judgements arrived at during the data assessment of Sub-Objective 3.

6.5. Implementation evaluation findings and judgements of the SAW training programme

The collective implementation findings and judgements tabled below, represent: 1) Objectives related to the nine Training Modules; 2) outputs and their related outcomes for each of the Modules; 3) implementation results; 4) conclusions, judgements and discussion with regard to recommendations for improving the SAW training programme. Table 13 presents the logic and theory-of-change models which were the end result of the clarificatory evaluation (described in Chapter Four). Mention was made at the beginning of this chapter that the purpose of the implementation evaluation was to assess whether: a) the project was implemented according to plan; b) the target group was adequately covered; and c) the project was properly implemented (Mouton, 2001:158). Thus the Table includes the results of the implementation evaluation that

were used and compared against the programme plan (theory-of-change). This is done in order to assess whether the programme was properly implemented and adequately covered its target objectives. Lastly, the Table presents the conclusions and judgements on the programme, derived from comparison between the implementation plan and the evaluation results of the actual implementation of the SAW training programme.



Table 13: Collective implementation evaluation findings, conclusions and judgements for the SAW training programme.

Objectives	Outputs and Outcomes	Implementation results	Judgements
<p><u>Objectives 1 & 2.</u></p> <p><u>Objective 1:</u> Demonstrate a basic understanding of the South African social welfare context, the policy and practice of developmental social welfare services and the role of the SAW within this context.</p> <p><u>Objective 2:</u> Define and demonstrate an understanding of the purpose of social auxiliary work and the role and function of a SAW in relation to a social worker within the South African social welfare context.</p>	<p><u>Outputs:</u> Introduction and key concepts; what is meant by a healthy community; a developmental approach to social welfare; an eco-systemic approach to communities; social welfare policy; and the role and task of the SAW.</p> <p><u>Outcomes:</u> Describe the social welfare context, including the principles and characteristics of the developmental paradigm; describe the South African social welfare context with an understanding of the need to implement the developmental approach to service delivery; assess the social service programme and identify and incorporate the fundamental developmental approach principles; describe precisely how social welfare policies are formulated and accepted; clearly define social auxiliary work and social work and highlight the differences between the two and their relationship with each other; accurately highlight the fundamental elements that provide support and complementary service to social workers, pinpoint the substantial elements of the critical role of the occupation within the social welfare context.</p>	<p>Evidence for the achievement of Objectives 1 & 2 showed that the learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for the outputs and outcomes for Objectives 1 & 2. Evidence related to learners' performance was also found in the practical assignments and examination. In the practical assignments, 62% of learners obtained a C (competent) symbol, 26% obtained an NYC (not yet competent) symbol, 6% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 89% of learners obtained a C symbol, 0% obtained an NYC symbol, 4% obtained a DNS symbol and 7% were ill.</p>	<p>Evidence was found that learning had taken place in relation to Objectives 1 & 2 as the learning material was covered in the assignment questions and the examination questions and was integrated into the SAQA assessment criteria for Objectives 1 & 2. The learners' performance showed evidence of the extent to which learning had taken place as 62% obtained a C symbol in the practical assignments and 89% obtained a C symbol in the examination.</p> <p>For the learners' who got a NYC symbol in practical assignments and examination; the mentors' of these learners were instructed to re-explain the subject to improve their performance in the practical assignments and examination. The learning that took place was related to the SAQA assessment criteria for Objectives 1 & 2. Thus this Objective had been satisfactory.</p>
<p><u>Objectives 3, 4 & 5</u></p> <p><u>Objective 3:</u> Demonstrate a basic understanding of</p>	<p><u>Outputs:</u> Human functioning and human development; human problems: three challenges and the problem-solving process.</p> <p><u>Outcomes:</u> Explain human behaviour in terms</p>	<p>Evidence for the achievement of Objectives 3, 4 & 5 showed that the learning material was covered in the practical assignment questions and</p>	<p>Evidence was found that the SAQA assessment criteria were aligned with the learning material, and that this material was implemented and covered</p>

Objectives	Outputs and Outcomes	Implementation results	Judgements
<p>human behaviour, relationship systems and social issues.</p> <p><u>Objective 4:</u> Work effectively as a SAW to address the special needs and problems experienced by at least three of the priority focus groups in social welfare.</p> <p><u>Objective 5:</u> Demonstrate self-awareness regarding personal capacities, attitudes and skills and a willingness to develop them further under the supervision of a social worker.</p>	<p>of the human life cycle and clearly describe the nature, extent, cause and impact of pertinent social issues from a SAW perspective; identify the importance, type and nature of human relationships; develop and maintain a professional relationship with client systems; describe the social and physical conditions/circumstances that have an impact on people’s social functioning; demonstrate correctly the role of a SAW in conjunction with other professionals in assisting people with special needs; implement SAW interventions effectively with at least three of the priority focus groups; plan to address weaknesses and build skills, and show a clear motivation to develop personal capacities, attitudes and skills under the guidance of a social worker, work as a SAW under the supervision and guidance of a social worker.</p>	<p>examination questions and was in conformity with the assessment criteria. Evidence of learners’ performance was also found in the practical assignments and examination. In the practical assignments, 60% of learners obtained a C (competent) symbol, 30% obtained an NYC (not yet competent) symbol, 4% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 80% of learners obtained a C symbol, 11% obtained an NYC symbol, 3% obtained a DNS symbol and 6% were ill.</p>	<p>in the practical assignment questions and examination paper questions. The implementation of the learning topics was assessed in the practical assignments and examination. It was found that 60% of learners were competent in the practical assignments and 80% were competent in the examination. This shows the extent to which learning has occurred, and the conclusion can be drawn that the objectives were satisfactory.</p>
<p><u>Objective 6:</u> Consistently reflect the values and principles contained in the South African Bill of Rights (1993) and the social work profession’s code of ethics in service delivery as a SAW.</p>	<p><u>Outputs:</u> Introductory concepts and legislation impacting on social work and social auxiliary work; legislation impacting on social service delivery (provisions and relevance for the SAW); legislation impacting on social service delivery; the Children’s Act 38 of 2005 and the 1993 Children’s Amendment Bill; and legislation impacting on the working environment.</p> <p><u>Outcomes:</u> Reflect concern for and commitment to social justice, respect for human diversity and protection of human</p>	<p>Evidence was found that the learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for Objective 6. Evidence with regard to learners’ performance was also found in the practical assignments and the examination. In the practical assignments, 37% of learners obtained a C (competent) symbol,</p>	<p>From the evidence, it could be concluded that the SAW learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for Objective 6. Thus, it could be concluded that the learning topics and material were implemented. In spite of poor performance in the assignments (only 37% of learners obtained a C symbol), 80% of learners obtained a C</p>

Objectives	Outputs and Outcomes	Implementation results	Judgements
	rights in practice; and provide service delivery that consistently reflects ethical and professional practice, relationships and attitudes.	51% obtained an NYC (not yet competent) symbol, 6% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 80% of learners obtained a C symbol, 11% obtained an NYC symbol, 4% obtained a DNS symbol and 5% were ill.	symbol in the examination. The mentors' of learners' who got a NYC symbol were instructed to re-explain the subject to improve their performance in the practical assignments and examination. Yet, this Objective was not satisfactory
	<p><u>Outputs:</u> Introductory concepts and legislation impacting on social work and social auxiliary work; legislation impacting on social service delivery (provisions and relevance for the SAW); legislation impacting on social service delivery; the Children's Act 38 of 2005 and the 1993 Children's Amendment Bill; and legislation impacting on the working environment.</p> <p><u>Outcomes:</u> Reflect concern for and commitment to social justice, respect for human diversity and protection of human rights in practice; provide service delivery that consistently reflects ethical and professional practice, relationships and attitudes.</p>	<p>Evidence was found that the learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for Objective 6. Evidence with regard to learners' performance was also found in the practical assignments and the examination. In the practical assignments, 37% of learners obtained a C (competent) symbol, 51% obtained an NYC (not yet competent) symbol, 6% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 80% of learners obtained a C symbol, 11% obtained an NYC symbol, 4% obtained a DNS symbol and 5% were ill.</p>	<p>From the evidence, it could be concluded that the SAW learning material was covered in the practical assignment questions and examination questions and was in conformity with the SAQA assessment criteria for Objective 6. Thus, it could be concluded that the learning topics and material were implemented. In spite of poor performance in the assignments (only 37% of learners obtained a C symbol), 80% of learners obtained a C symbol in the examination. The mentors' of learners' who got a NYC symbol were instructed to re-explain the subject to improve their performance in the practical assignments and examination. Yet, this Objective was not satisfactory.</p>
<u>Objective 7:</u> Use appropriate resources in service delivery to client systems.	<u>Outputs:</u> Understand communication and communication skills; fundamentals of working with groups and phases of the group process; solving problems in groups and	Evidence was found that the learning material was covered in the practical assignment questions and examination questions and was	Evidence was found that the learning material was covered in the practical assignment questions and examination questions and summative case study

Objectives	Outputs and Outcomes	Implementation results	Judgements
	<p>techniques (group and individual); conducting a group session; role and task regarding group work in social auxiliary work.</p> <p><u>Outcomes:</u> Demonstrate a basic knowledge of a range of resources for the type of service delivery involved; demonstrate a basic knowledge of the kind of appropriate resources made effective according to accepted procedure; and demonstrate a basic knowledge of the type of networking that supports the client system.</p>	<p>integrated into the assessment criteria for this Objective.</p> <p>Evidence related to learners' performance was also found in the practical assignments and examination. In the practical assignments, 40% of learners obtained a C (competent) symbol, 51% obtained an NYC (not yet competent) symbol, 3% obtained a DNS (did not submit) symbol and 6% were ill. In the examination, 60% obtained a C symbol, 28% obtained an NYC symbol, 8% obtained a DNS symbol and 4% were ill.</p>	<p>and was in conformity with the assessment criteria for the Objective. Evidence was also found that learners' average performance in the practical assignments was lower than their performance in the examination. In the practical assignments, 40% of learners obtained a C symbol while 60% obtained a C symbol in the examination. 51 % of learners got a NYC symbol in practical assignments while 28 % of learners got a NYC in examination. The mentors of these learners were instructed to re-explain the subject to improve their performance in the practical assignments and examination.</p> <p>Even though there is evidence that the learning topics were covered for this Objective, it should be concluded that the Objective was not achieved, as the performance evidence shows.</p>
<p><u>Objective 8:</u> Provide an efficient research and administrative support service to the social worker.</p>	<p><u>Outputs:</u> what research is about; the research process and ethical considerations; and the role and task of the SAW relating to research.</p> <p><u>Outcomes:</u> Explain the importance of efficient administration and management in the organisational setting; explain the types of practice that reflect an understanding of the composition and procedures of meetings; describe the nature, value and processes of introductory research; and explain the SAW's</p>	<p>Evidence found in the Module learning material with regard to Objective 8 showed that the learning topics were covered in the practical assignment questions and examination questions and were in conformity with the assessment criteria.</p> <p>Evidence related to learners' performance was also found in the</p>	<p>It could be concluded that the learning material and topics for this Objective were covered and implemented in the training for this Objective and that the learning topics were well structured. There was also evidence that the learning material was covered in the practical assignment questions and examination questions and was linked to the assessment criteria for this</p>

Objectives	Outputs and Outcomes	Implementation results	Judgements
	role as supportive to that of the social worker.	practical assignments and examination. In the practical assignments, 37% of learners obtained a C (competent) symbol, 50% obtained an NYC (not yet competent) symbol, 10% obtained a DNS (do not submit) symbol and 3% were ill (ILL symbol). In the examination, 35% of learners obtained a C symbol, 45% obtained an NYC symbol, 15% obtained a DNS symbol and 5% were ill.	Objective. Learners' performance in the practical assignments was low and examination too (only 35% obtained a C symbol. However, it is concluded that the Objective was not yet achieved as only 35 % obtained a C symbol in examination and 45 % of learners were not competent while in practical assignments 37 % got a C symbol and 50 % got a NYC symbol. It could be concluded that this Objective was not achieved. Yet provision was made for learners who were not yet competent that their mentors' re-explain the subject, resubmit and rewrite the assignments and examination. The mentors of these learners were instructed to re-explain the subject to improve their performance in the practical assignments and examination.
<u>Objective 9:</u> Keep precise records of and compile accurate reports on social needs and social auxiliary work activities and file them appropriately.	<u>Output:</u> Report writing. <u>Outcomes:</u> Identify the necessity for accurate record keeping and reporting as well as interventions by the social work team; identify the SAW's scope of practice related to records and reports and meet the required standard for clarity, efficiency, effectiveness and purpose.	Evidence was found that the learning topics were included in the practical assignment questions and examination questions and were in conformity with the assessment criteria for Objective 9. Evidence related to learners' performance was also found in the practical assignments and examination. In the practical assignments, 47% of learners obtained a C (competent) symbol,	It could be concluded that the content and focus of Objective 9 appear to be less achievable and satisfactory to the outcomes that the SAW training aims to achieve through this Objective. For the learners who got a NYC symbol, their mentors were instructed to re-explain the subject to improve their performance in the practical assignments and examination. Although the learners' performance was low, they had an opportunity to



Objectives	Outputs and Outcomes	Implementation results	Judgements
		36% obtained an NYC (not yet competent) symbol, 11% obtained a DNS (did not submit) symbol and 6% were ill (ILL symbol). In the examination, 60% of learners obtained a C symbol, 24% obtained an NYC symbol, 10% obtained a DNS symbol and 10% were ill.	resubmit and rewrite the practical assignments and examination to improve their performance. This Objective had been achieved even though the learners' performance was low.
<p><u>Objectives 10 & 11</u></p> <p><u>Objective 10:</u> Implement appropriate social auxiliary work methods and techniques to address the social needs of client systems.</p> <p><u>Objective 11:</u> Work effectively with social workers and members of multidisciplinary/-sectoral teams in social service delivery.</p>	<p><u>Outputs:</u> Primary methods and secondary methods.</p> <p><u>Outcomes:</u> Describe the basic theory of communication from a SAW perspective; incorporate appropriate social services plans for intervention to individuals, families, groups and communities; show effective and appropriate use of communication skills in working with individuals, families, groups and communities; and demonstrate the appropriate use of basic knowledge of the dynamics of working with individuals, groups and communities. Describe clearly the understanding of the purpose and value of the team approach; and describe the role and functions of multidisciplinary/-sectoral teams and identify social work team members' roles and the ethics of teamwork.</p>	<p>The learning material seemed to be covered in the practical assignment questions and examination questions and to be in conformity with the assessment criteria for Objectives 10 & 11.</p> <p>The extent to which learners applied the learning material is clear from their performance in the practical assignments and examination. In the practical assignment, 89% of learners obtained a C (competent) symbol, 1% obtained an NYC (not yet competent) symbol, 6% obtained a DNS (did not submit) symbol and 4% were ill (ILL symbol). In the examination, 90% of learners obtained a C symbol, 1% obtained an NYC symbol, 5% obtained a DNS symbol and 5% were ill.</p>	<p>There is evidence of the learning content being implemented for Objectives 10 & 11 in the use of appropriate social auxiliary work methods and techniques to address the social needs of client systems as well as evidence of learners working effectively with social workers and members of multidisciplinary/-sectoral teams in social service delivery. The learning content was linked to the assessment criteria for these Objectives. The learning material was covered in the practical assignment questions and examination questions. The learners' performance in the practical assignments and examination shows good results, which means that the learning material was understood and implemented by the learners. Thus, it is concluded that Objectives 10 and 11 have been achieved. For the 1% of learners' who got respectively a NYC symbol in examination and practical</p>

Objectives	Outputs and Outcomes	Implementation results	Judgements
			assignment, their mentors' had to re-explain the subject and re-write and re-submit the practical assignments and examination.
<p><u>Objective 12:</u> Demonstrate a basic knowledge of financial matters related to social auxiliary work.</p>	<p><u>Outputs:</u> Social work programme and projects and the project cycle. <u>Outcomes:</u> Explain the elements related to the funding of social services according to organisational context; explain the understanding of procedures and methods for budgeting, financial administration and accountability when working in an organisation and with clients' money; and explain the scope and procedures regarding all types of social security grants and demonstrate consistent accountability practice in terms of financial budgeting, procedures and administration.</p>	<p>Evidence for achieving this Objective was found in that the learning material was covered in the practical assignment questions and examination questions and was in conformity with the assessment criteria for Objective 12. Evidence from the learners' performance shows that in the practical assignments, 86% of learners obtained a C (competent) symbol, 4% obtained an NYC (not yet competent) symbol, 5% achieved a DNS (did not submit) symbol and 5% were ill (ILL symbol). In the examination, 89% of learners obtained a C symbol, 4% obtained an NYC symbol, 3% obtained a DNS symbol and 4% were ill.</p>	<p>It could be concluded that the content of the learning material for Objective 12 was applicable and relevant to the outcomes that the SAW training programme aimed to achieve by means of this objective. The learners' performance in the practical assignments and examination showed that the content of the learning material was understood and applied by the learners as they performed well in the practical assignments and examination. Learners who were not yet competent were given an opportunity to resubmit and rewrite the practical assignments and examination. The above evidence is satisfactory regarding the achievement of Objective 12. Yet for the learners who got a NYC symbol, their mentors' had to re-explain the subject and learners had to re-write their practical assignments and examination.</p>
<p><u>Objective 13:</u> Understand the basic policies, legislation and organisational functioning and possess the ability to respond as a SAW</p>	<p><u>Outputs:</u> Identify personal strengths, attitudes and weaknesses as a SAW with clarity and maturity; plan to address weaknesses and build skills, and show a clear motivation to develop personal capacities, attitudes and</p>	<p>It was evident that the learning material for this Objective was covered in the practical assignment questions and examination questions and was in conformity with the</p>	<p>The conclusion to be drawn from assessing the learning material content is that learners had the ability within the team context to respond as an SAW in community development. The</p>

Objectives	Outputs and Outcomes	Implementation results	Judgements
<p>in community development within the team context.</p>	<p>skills under the guidance of a social worker; demonstrate a willingness to work as a SAW under the supervision and guidance of a social worker and a clear understanding of what this entails.</p> <p>Outcomes: Identify personal strengths, attitudes and weaknesses as an SAW with clarity and maturity; plan to address weaknesses and build skills, and show clear motivation to develop personal capacities, attitudes and skills under the guidance of a social worker; and demonstrate a willingness to work as an SAW under the supervision and guidance of a social worker and a clear understanding of what this entails.</p>	<p>assessment criteria.</p> <p>Likewise, it was also evident that learners were competent regarding their performance in the practical assignments and examination. In the practical assignments, 85% of learners obtained a C (competent) symbol, 10% obtained an NYC (not yet competent) symbol, 2% obtained a DNS (did not submit) symbol and 3% were ill (ILL symbol). In the examination, 87% of learners obtained a C symbol, 7% obtained an NYC symbol, 4% obtained a DNS symbol and 2% were ill.</p>	<p>competency of learners in the practical assignments and examination was evidence that the learning material content was understood and applied. Thus, Objective 13 achieved its aim.</p>

6.6. Summative Conclusions

In this chapter a synthesis of the data collected from the three sources of content analysis, from the interviews with the accredited provider's staff – and from questionnaires put to the learners in the SAW training programme – has been presented on two levels. The first level, presented in Section 6.4, dealt with the content analysis and interview results from the accredited provider's documentation and staff. Results obtained at this first level were presented in relation to the aspects for evaluation relative to each of the objectives for the SAW training programme. Conclusions regarding these results were drawn up and presented as an assessment of each outcome.

The second level of analysis was dealt with in Section 6.5, where results from the implementation assessment of the training programme were presented. The data for this assessment was gathered by means of data obtained from a questionnaire put to the learners in the evaluated SAW training programme. The aim at this level of analysis was to verify and compare the planned training programme as against its actual implementation, in order to draw conclusions and present judgements of the SAW training programme.

The evaluated SAW training programme enabled learners to become competent in the knowledge and skills necessary for learners to support SWPs in contributing towards addressing poverty in the communities, as well as to find employment. Education and skills training, such as that to be obtained in the SAW training programme, could create a way in which to fight poverty and to improve one's sense of wellbeing – provided that the skills involved are translated into productive capacity leading to poverty reduction (King & Palmer, 2006:63). The SAW training programme is one of the ways open to resolving the problems caused by the shortage of SWPs.

The competencies with which SAW learners needed to be equipped were stated to be the reason for the accredited provider developing and implementing the SAW training programme (see Chapter Two), so that learners could be fully prepared to contribute effectively towards addressing the socio-economic needs and poverty issues in communities. This study found that such competencies were achievable through implementation of the

evaluated SAW training programme curriculum in its design with a WIL component – whereby learners learn by doing.

In April 2013, Social Development Minister Ms Bathabile Dlamini stated (see Chapter Two) that there was a need for Government to hasten the recruitment, training and retention of appropriately trained social workers and other social services professionals, as they were the people working at grassroots level to improve both access to social development services and the quality of their delivery (Republic of South Africa DSD, 2013). The SAW training programme is one of the answers to this statement of intent made by the Minister. Likewise, Madhu (2009:652) suggested that the shortage of SWPs could be resolved by training and employing more SAWs to address the current workload problems of the SWPs – and that this training could as well start SAWs out on a career path process as prospective SWPs. The SAW training programme is thus a twofold programme which provides answers to the social welfare challenges faced in South Africa.

The two levels of analysis of the accredited provider's SAW training programme, inclusive of data results findings, conclusions drawn, and judgements made, were set out in a comprehensive Table in the previous section. This Table indicated the identified strengths and weaknesses of the SAW training programme in its alignment with the planned training objectives. It was clear that the planned capacity building of the SAW training programme had clearly achievable and worthwhile outcomes, but that there was room for improvement in some areas, such as WIL and research.

Finally, the overall longer term purpose or impact of the SAW training programme could not be measured as yet, due to impact studies only being possible once the qualified learners have applied the knowledge and skills gained in their training in the communities they serve for three to five years; only then can the impact value of their training on change in poverty and socio-economic challenges be assessed.

Regarding the purpose and respective values of improvement orientated evaluations, the results obtained from this evaluation study may inform the process of improving and adjusting the programme for more effective and comprehensive implementation in the future. The findings evaluated in this study showed that the evaluated SAW training programme did

equip learners to become effective professional assistants to SWPs, thereby helping resolve the problems of overloaded SWPs and their critical numbers shortage. However, improvements in training were indicated in support areas such as research, as well as in applying classroom theory in workplace practice. The longer term question of whether the SAW training programme contributes effectively towards supporting SWPs in addressing the socio-economic needs and poverty challenges in communities can only be answered during the next evaluation (outcome evaluation design) of the programme, once re-alignment and improvements have been implemented – based on the conclusions and judgements made in this implementation (process) evaluation.



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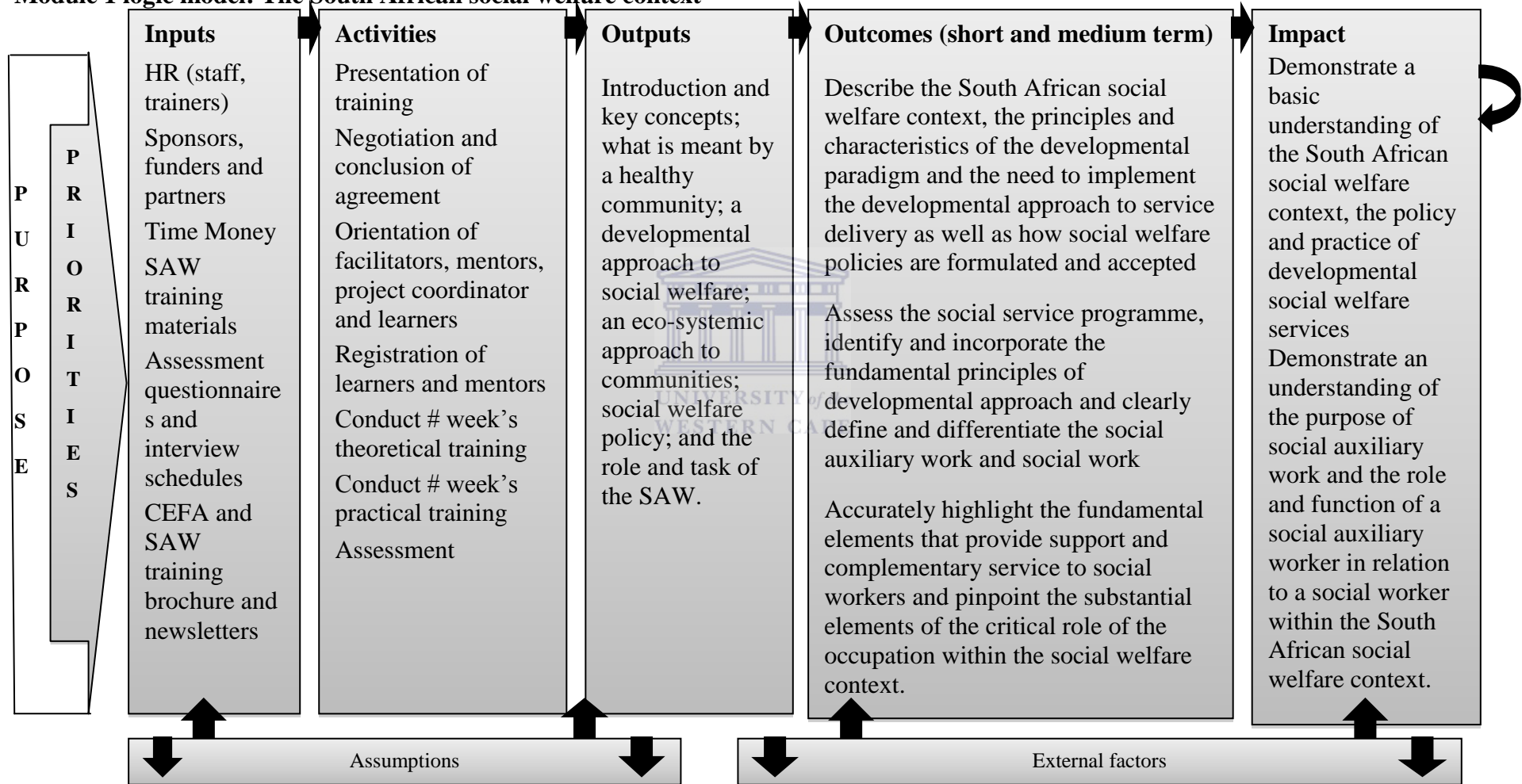
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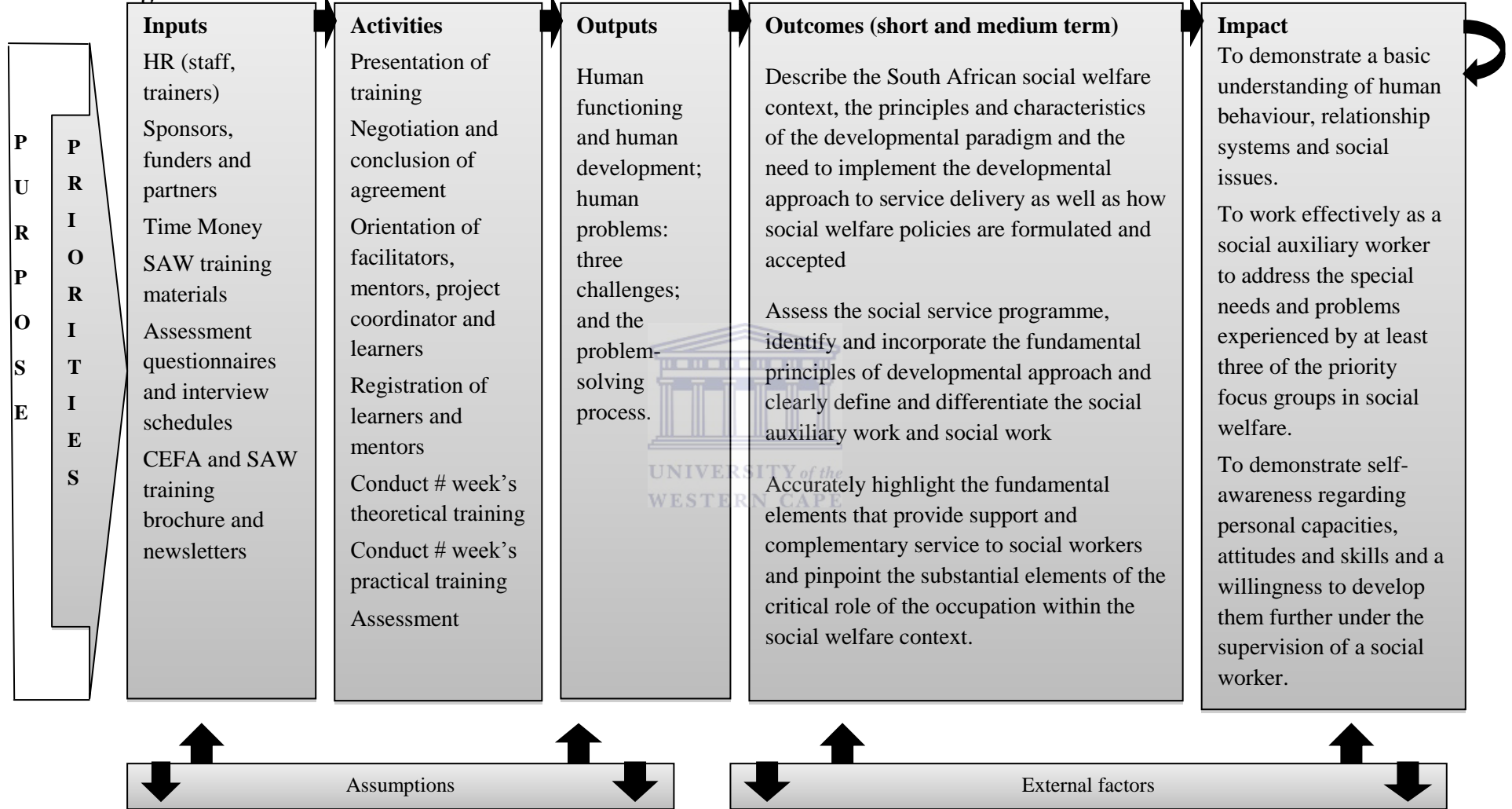


ADDENDA

Module 1 logic model: The South African social welfare context

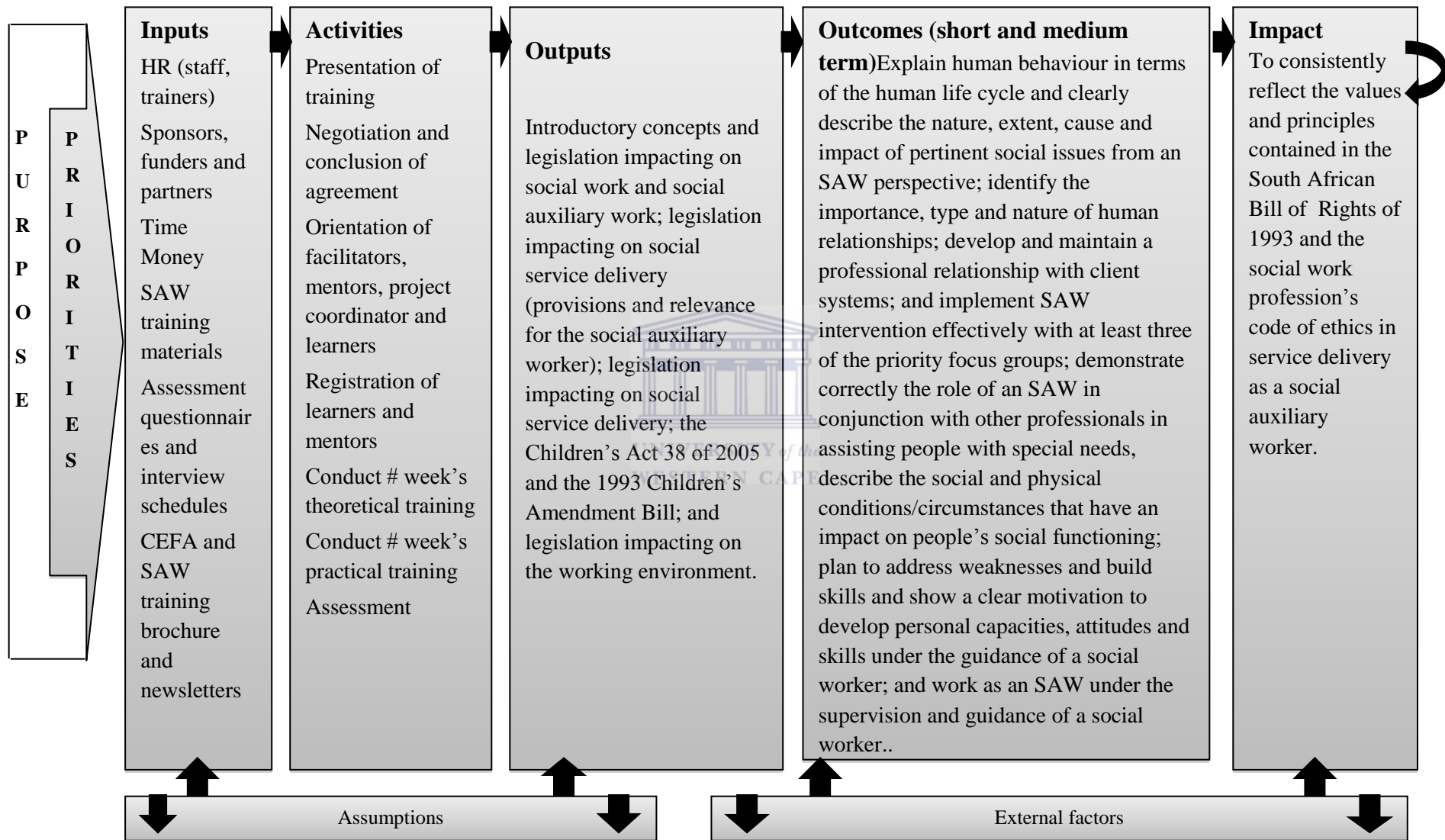


Module 2 logic model: The human behaviour

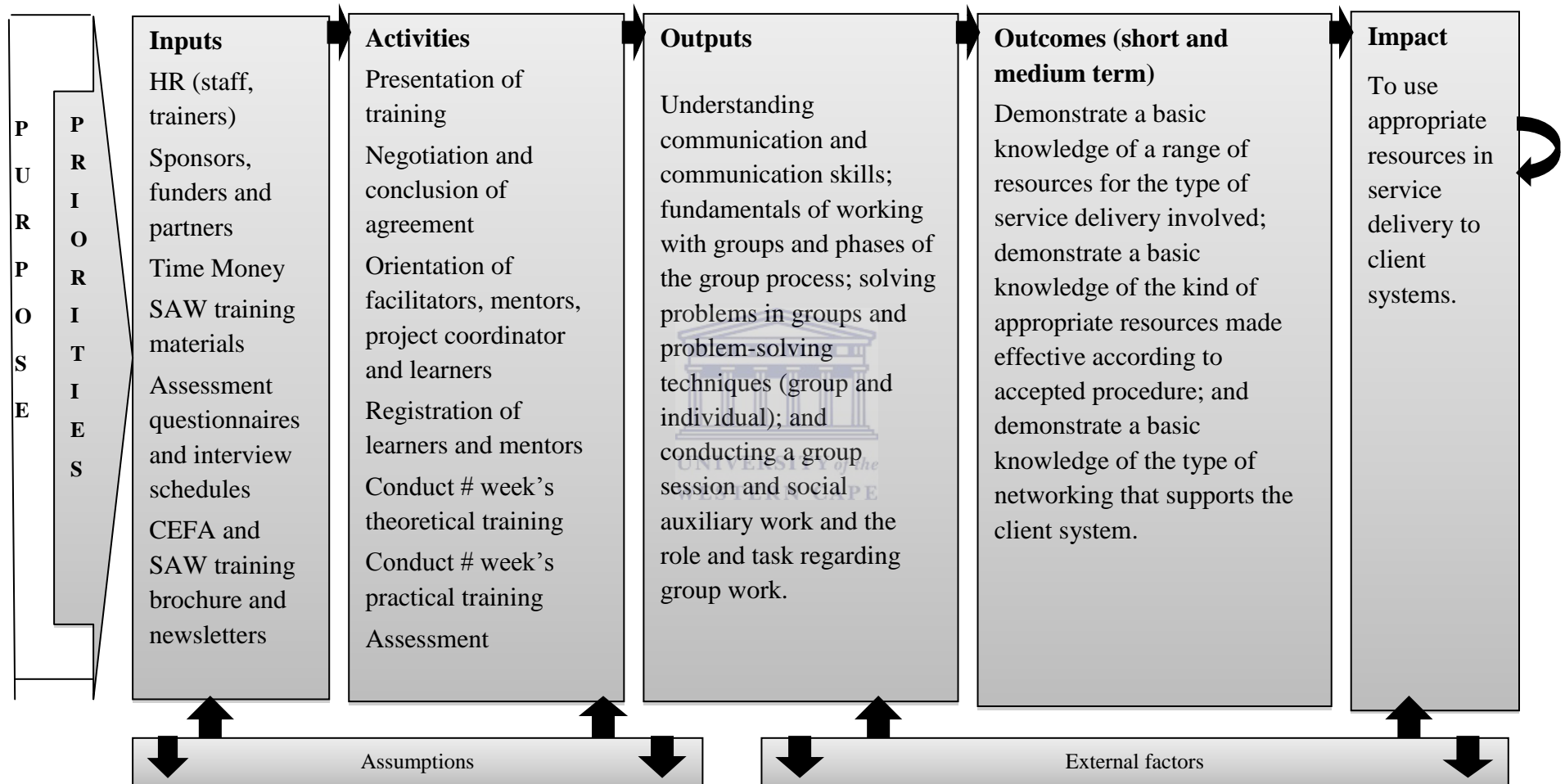


[Adapted from UW Extension June 2008]

Module 3 logic model: The judicial system

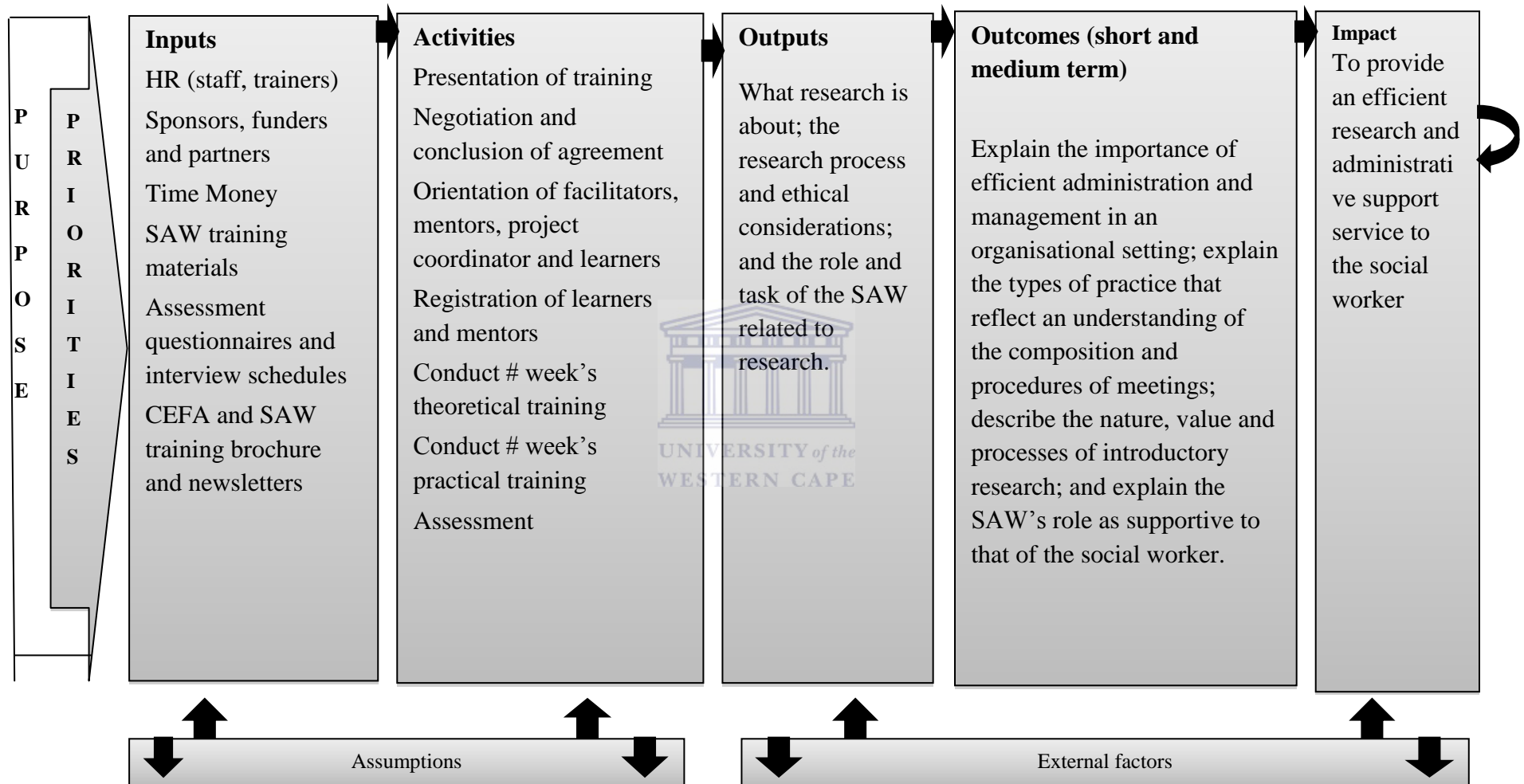


Module 4 logic model: Communication



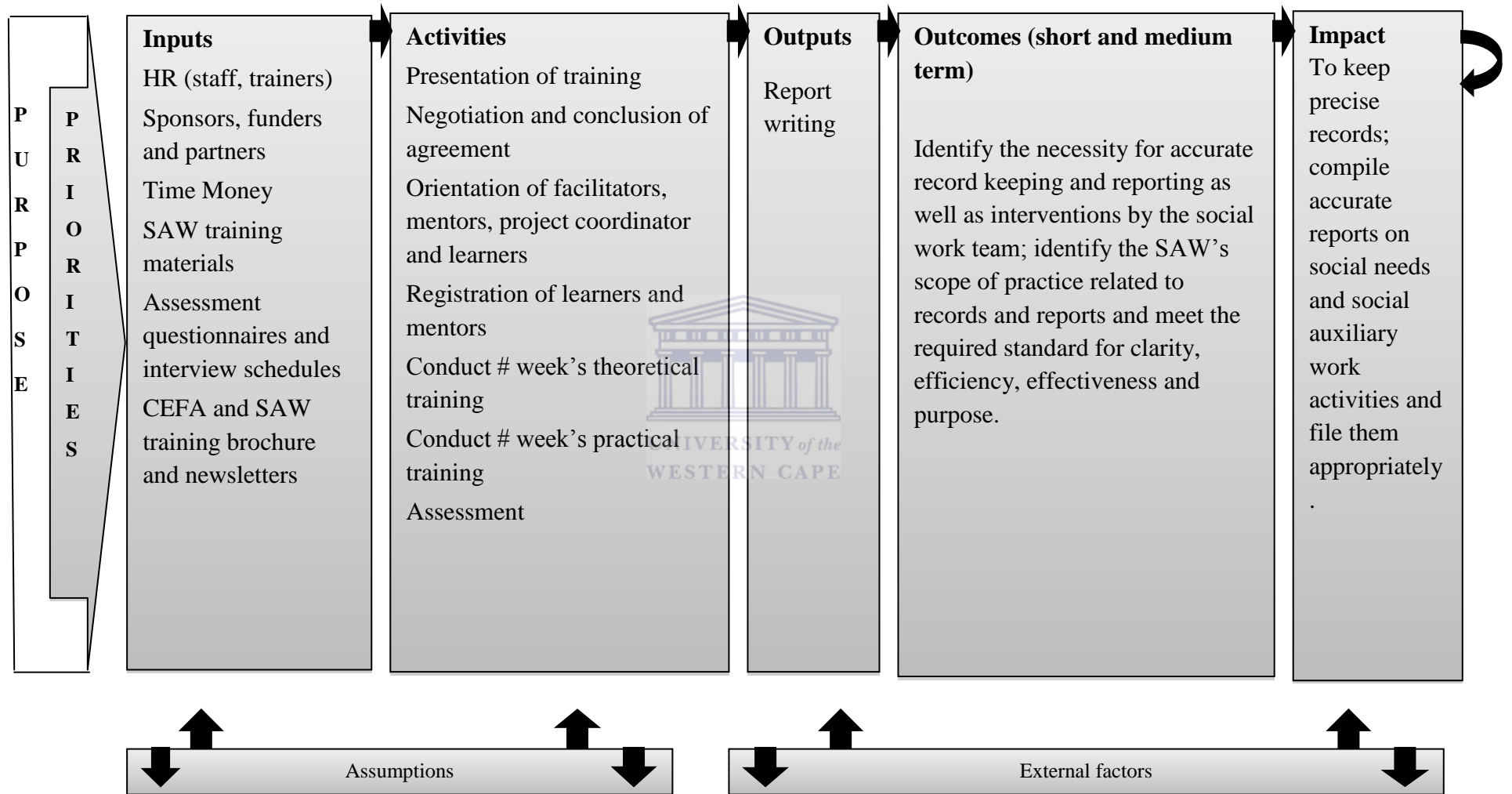
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Module 5 logic model: Research



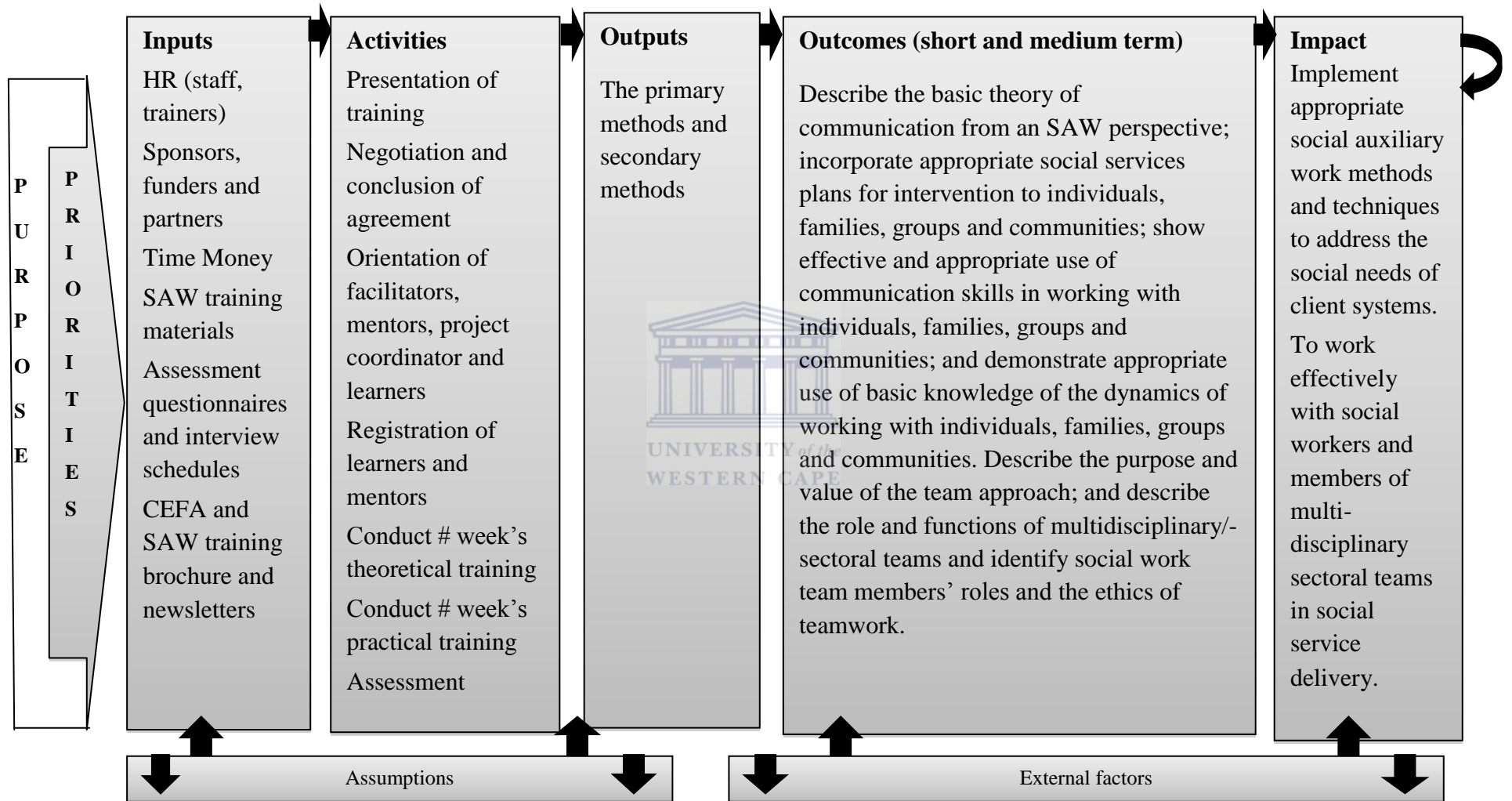
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Module 6 logic model: Report writing



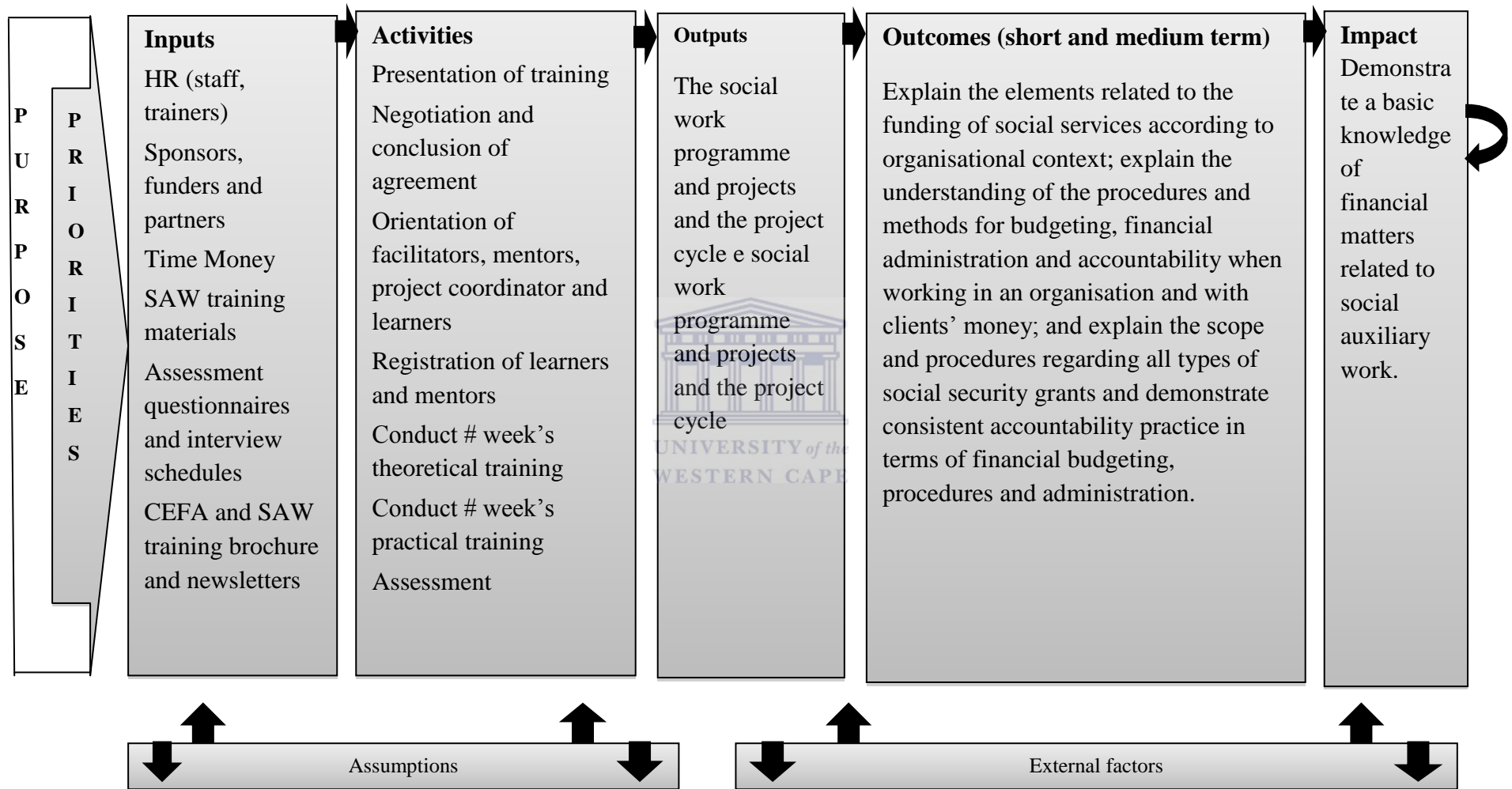
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Module 7 logic model: Intervention strategies



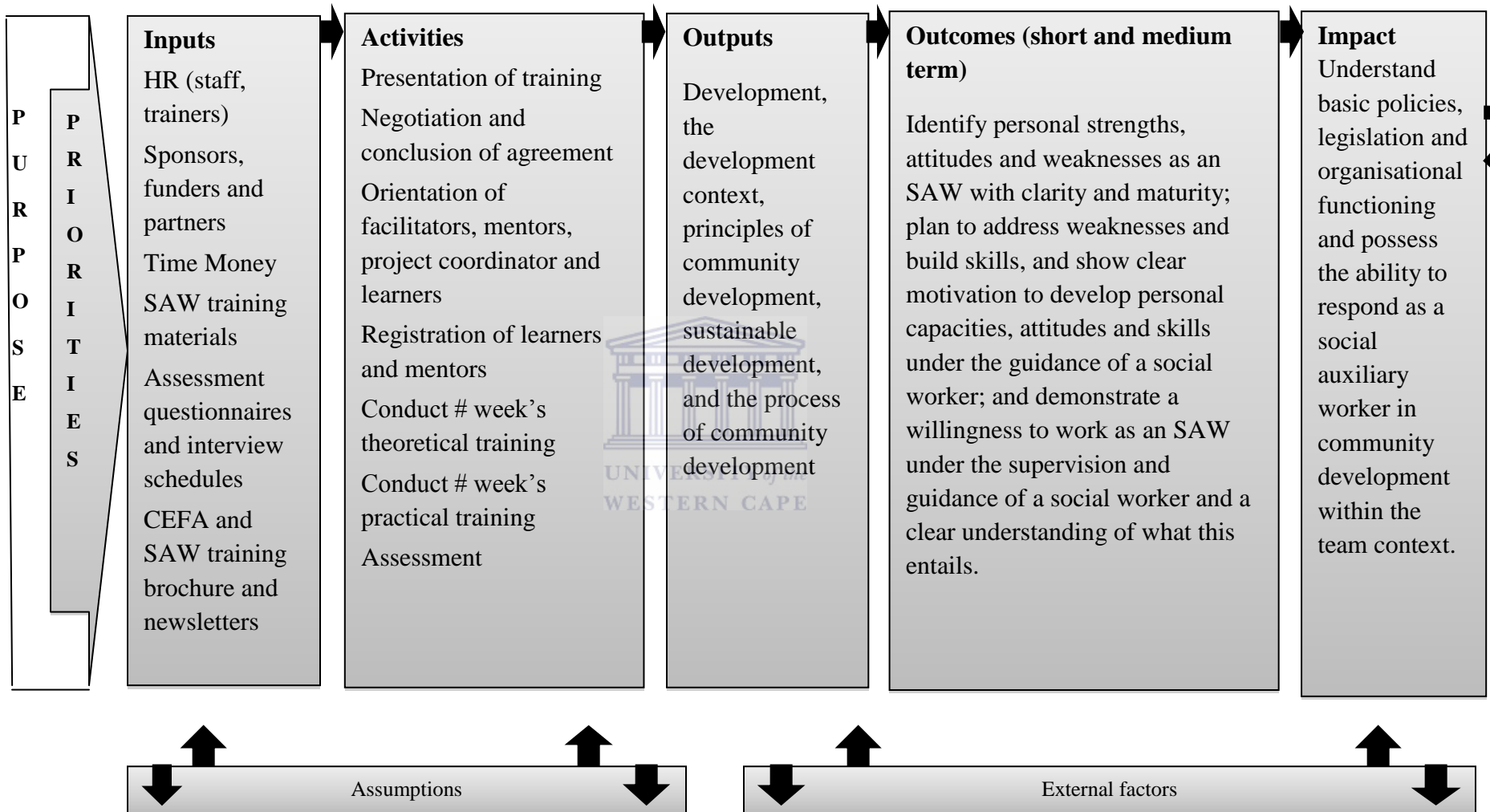
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Module 8 logic model: Project management



[Adapted from UW Extension June 2008]

Module 9 logic model: Community development



[Adapted from UW Extension June 2008]