

**EXAMINING THE FIT BETWEEN PERSONAL, LEARNING AND PRACTICAL
WORK CONTEXTS OF STUDENTS TO FURTHER PRACTICE EXCELLENCE
IN SOCIAL WORK TRAINING.**

By

GWYNNETH MARY LAWLOR

Submitted in part fulfilment of the requirements for the degree of

MASTER OF ARTS IN SOCIAL SCIENCE (MENTAL HEALTH)

At the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF W.F. VAN DELFT

JUNE 2008

SUMMARY

South Africa is currently facing a severe shortage of trained and competent social workers. Case loads have reached proportions of such magnitude that social workers in the field are battling to meet the needs of the people they serve, while still maintaining high ethical and professional standards. The impact of HIV/AIDS on the field of social work has currently redirected a major part of the focus of the profession on meeting the needs of child-headed households, to find and train foster parents for these children and generally to assist the poorest of the poor to access various grants applicable to their circumstances.

This redirection appears also to have changed the emphasis regarding social work training requirements. Whereas in the past the newly qualified social worker was able to acquire additional skills in the workplace, under the guidance of experienced social workers, today it would seem that the demands of the work place are such that the social worker needs to take on significant responsibilities on entering the field. At the same time the Department of Social Services in South Africa is encouraging universities to increase the intake of social work students, in an attempt to meet this rising need for personnel trained to meet the current requirements of the clients of social work services.

This exploratory research will focus on the applicability of UNISA (University of South Africa) social work training to these current requirements of social work by tapping into three different frames of reference:

- 1) The experiences and perceptions of the final year social work student in their placement setting, and particularly on whether they have felt their UNISA training equipped them for the work they are required to do.
- 2) The way the UNISA student is perceived by the practice setting personnel (contact person), and whether they meet the requirements of the field setting.
- 3) Input from the UNISA appointed supervisors responsible for the final year social work students' professional development in the field.

The person-centred approach and the developmental approach have been briefly discussed in relation to social work in South Africa in the literature review and form the backdrop to this research, guiding the researcher in the exploration of the perceptions of the three different types of respondents. Post-modern theory is also at the root of the researcher's attempt to find fit between the different perceptions and the implications for social work training at a distance learning institute in South Africa today.

The following key concepts are used:

Bachelor of Social Work (BSW)

Contact person

Distance learning

Field placement setting

Professional development

South African Council of Social Service Professions (SACSSP)

Social work curriculum

Social work modalities

Supervisor

University of South Africa (UNISA).

ACKNOWLEDGEMENTS

This project would never have been completed without the persistence and encouragement of the following people:

- My supervisor, Prof. van Delft, for his patience, unstinting help and interest in the research topic
- My fellow researcher, Rulene Lintvelt, who walked this path with me, albeit with a different focus
- The staff of the Department of Social Work at UNISA who willingly answered countless questions and requests for information related to the research
- My family, and particularly my husband Rupert, for understanding my need for the time and space to finish this project
- Barbara Miller, friend and colleague, for encouraging me to complete the research
- Anne Petty, UNISA coordinator for the Department of Social Work in Durban, for her wholehearted support
- The UNISA coordinators and facilitators for assisting with the questionnaires in the regions outside Pretoria and Johannesburg
- The 2007 social work students, UNISA appointed supervisors and contact persons in the field placement settings, who took the time and trouble to complete and return the questionnaires.

Thank you!

I declare that

“Examining the fit between personal, learning and practical work contexts of students to further practice excellence in social work training” is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE

GWYNNETH MARY LAWLOR

DATE

TABLE OF CONTENTS

Chapter 1 - BACKGROUND OF THE RESEARCH.....	Page: 1
1.1. Introduction	1
1.2. Motivation for the research	2
1.3. Research goals and objectives	4
1.3.1. Goals	4
1.3.2. Objectives	4
1.3.3. Value of the research	4
1.4. Research Method	5
1.4.1. Research design	5
1.4.2. Sampling procedure and research instrument	6
1.4.2.1. Sampling	7
1.4.2.2. Research instrument	8
1.4.2.3. Pilot study	9
1.4.2.4. Reliability and validity	10
a) Reliability	10
b) Validity	11
1.4.3. Method of data collection	12
1.4.3.1. Timing of the research	13
1.4.3.2. The survey process	14
1.4.3.3. Ethical considerations in data collection	16
1.4.4. Method of data presentation	17
1.5. Definition of concepts	18
1.6. Difficulties encountered	23
1.7. Outline of study	26
Chapter 2 – LITERATURE REVIEW	27
2.1 Introduction	27
2.2 Social work: The profession	27

2.2.1	International perspective	28
2.2.2	South African perspective	29
2.2.3	Theoretical base for social work	31
	2.2.3.1 South Africa: Developmental approach	32
	2.2.3.2 UNISA: Person-centred approach	34
2.3	Distance Education	35
	2.3.1 History of distance education at UNISA	36
	2.3.2 Distance education in social work at UNISA	37
	2.3.2.1 UNISA BSW curriculum	40
2.4	The Importance of partnership in professional development	43
	2.4.1 Fieldwork placement	44
	2.4.1.1 Integration of theory and practice.	46
	2.4.2 The role of the contact person	46
	2.4.3 The UNISA social work student in the field	47
	2.4.4 The role of supervision	49
	2.4.4.1 The nature of supervision at UNISA	49
	2.4.4.2 The UNISA supervisor	50
	2.4.5 The role of the training institute	51
	2.4.5.1 UNISA and fieldwork placement	51
Chapter 3 - OUTCOMES OF THE RESEARCH		53
3.1	Introduction	53
3.2	The “self” of UNISA social work students	53
	3.2.1 Age	54
	3.2.2 Race, culture and language groups	55
	3.2.2.1 Race and culture groupings	55
	3.2.2.2 Languages and cultures	57
	3.2.3 Self-care	58
3.3	Skills and training	59
	3.3.1 UNISA supervision	63

3.3.1.1 Nature of supervision	63
3.3.1.2 The professional “self” of the UNISA supervisor	65
3.4 Fieldwork placement settings	67
3.4.1 Types of fieldwork placement settings	67
3.4.2 Time spent in fieldwork placement settings	69
3.4.3 Professional development opportunities	71
3.4.4 Site specifics	72
3.4.4.1 Language of social work service delivery	75
3.4.4.2 Difficulties experienced	77
3.4.4.3 Feedback from social work students	80
a) Positive feedback	80
b) Negative feedback	80
3.4.4.4 UNISA supervisors feedback on difficulties	81
3.4.4.5 Student satisfaction with fieldwork placement Settings	83
3.4.5 Social work modalities	85
3.4.5.1 Feedback from contact persons	88
3.4.6 Student remuneration	89
3.4.7 The “self” of the student in the fieldwork placement setting	91
3.4.8 The professional “self” of the contact person	92
3.5 Student satisfaction with UNISA	94
3.6 Summary	96
Chapter 4 - REFLECTIONS AND CONCLUSIONS	97
4.1 Reflections	97
4.1.1 Motivation revisited	97
4.1.2 Goals and objectives revisited	98
4.1.3 Value of the research revisited	98
4.2 Conclusions	99
4.2.1 Work context – brick bats and bouquets	99

4.2.2	Bridge between work, learning and personal context - the supervisor	102
4.2.3	Learning context	103
4.2.4	Personal context	105
4.3	Recommendations	106
4.3.1	Work context (supervisor, student, contact person)	107
4.3.2	Learning context (supervisor, student, contact person)	109
4.3.3	Personal context (student)	111
4.4	Recommended communication lines for field placement	111
4.5	Further opportunities for research	113
	Bibliography	115
Appendix 1	Students' questionnaire	
Appendix 2	Supervisors' questionnaire	
Appendix 3	Contact persons' questionnaire	
Appendix 4	Quantitative data - students	
Appendix 5	Qualitative type data - students	
Appendix 6	Quantitative and qualitative type data - supervisors	
Appendix 7	Quantitative and qualitative type data – contact persons	
Appendix 8	Example of training needs analysis form	

Index of Figures

Figure 1	Diagrammatic illustration of role players directly involved in the professional development of the 4 th level UNISA social work student	6
Figure 2	Age categories of 4 th level UNISA social work students	55
Figure 3	Race and culture groupings of 4 th level UNISA social work students	56

Figure 4	Language and culture groups of students in fieldwork placement settings	57
Figure 5	Supervisors' comparison of UNISA social work students' skills	61
Figure 6	Contact persons' comparison of UNISA students' skills and abilities	62
Figure 7	UNISA 4 th level student fieldwork placements	68
Figure 8	Comparison of time spent in fieldwork placement settings	70
Figure 9	Professional development opportunities in fieldwork placement settings	72
Figure 10	Areas targeted for service delivery by fieldwork placement settings	73
Figure 11	Social work fields of service available in fieldwork placements	74
Figure 12	Languages of service delivery in fieldwork placement settings	75
Figure 13	Perceptions of difficulties in fieldwork placement settings	82
Figure 14	Students' experience of fieldwork placement settings	83
Figure 15	Mix of modalities available to students in fieldwork placement settings	86
Figure 16	Students' remuneration in fieldwork placement settings	90
Figure 17	Satisfaction of social work students with UNISA training	95
Figure 18	Diagrammatic illustration of recommended lines of interaction between role players directly involved in the professional development of the 4 th level UNISA social work students	112

Index of Tables

Table 1	Distribution and return rate of Social Work student Questionnaires	15
Table 2	Basic requirements for social work practice	60
Table 3	UNISA supervisors' focus in 4 th level supervision groups	64
Table 4	Professional qualifications and work experience of UNISA supervisors	66
Table 5	Fieldwork placement settings offering multilingual service delivery	76
Table 6	Fieldwork placement settings offering unilingual service delivery	76
Table 7	Difficulties experienced by students in fieldwork placement settings	79
Table 8	Changes students would like in fieldwork placement settings	84
Table 9	Nature of community work available to students	87
Table 10	Personal changes in students for better fit with fieldwork placement	92
Table 11	Professional and personal particulars of contact persons	94

CHAPTER 1

BACKGROUND OF THE RESEARCH

1.1 INTRODUCTION

UNISA (The University of South Africa) is a distance-learning institute offering tertiary education on a part-time basis. This allows many students to further their education despite being in full-time employment. However, the nature of some of the courses requires a greater degree of practical application, rendering a balance between the completion of such a tertiary course and full time employment difficult. The Bachelor of Social Work, or BSW – an undergraduate qualification majoring in social work, and the basic requirement for registration as a practising social worker in the Republic of South Africa – is one such course.

Fourth year UNISA social work students often struggle to complete adequately the practical component of their degree in their final year, sometimes opting to spread the practical work requirements over two years. In addition to this they struggle to find fit within their field work placement and some students experience difficulties in applying theory to practice. These students, their supervisors and the contact persons to whom they report in their field work placements are the *subjects* of this research project.

The research project itself is an *exploration* of the fit between the current demands of the workplace, the professional requirements for the practice of social work as set out by the

Standards Generating Body (SGB) for social work and the social work curriculum taught at UNISA.

1.2 MOTIVATION FOR THE RESEARCH

As supervisor to final year social work students of UNISA completing the practical requirements of their social work degree, the researcher became aware of difficulties these students were experiencing in their field placement settings. These difficulties appeared to relate to three aspects of their practical work training:

- There seemed to be considerable lack of clarity around the role and requirements of the students by **contact persons** in the field placement organisations. At times the students experienced conflict between their responsibilities to the practice setting and their responsibilities to their training institution.
- The **students** themselves appeared to struggle to find fit between the theoretical orientation learned at UNISA and application of this theoretical knowledge to practice in the field. Some students questioned the relevance of the social work training at UNISA to their experience of the practice of social work in the field.
- **Supervisors**, appointed by UNISA, and generally external to the organisation in which the student was placed, battled with agency contact, vital to monitoring student involvement in their placement settings.

Contributing to some of this lack of clarity regarding the students' role in the placement setting and the responsibilities of the contact persons towards the students in the field is the general feeling of confusion within the profession. Other categories of social service professionals have emerged in recent years in South Africa, notably the Child Care workers and the Social Auxiliary workers. This appears to have led to some confusion about the duties and responsibilities of the various social service professionals and to considerable overlap of traditional professional roles in understaffed work places.

This lack of clarity with regard to roles and functions leads to confusion. Dr Jean Swanson-Jacobs, Deputy Minister of Social Development of South Africa, alluded to this current confusion in a speech given at the Social Work Consultative Lekgotla, held on 13th and 14th September 2007 at Birchwood Hotel and Conference Centre in Gauteng, South Africa. In her speech she called on all "... social workers as the traditional social service professionals to accommodate and collaborate effectively with the emerging categories of social service professionals and promote integrated service delivery." (Jacobs, 2007:3).

Social workers have traditionally been trained both "... academically and practically at universities and colleges This training...." states van Delft (2002:33), "...is subsidized by the state with taxes and is very expensive." These universities and colleges are currently the sole source of supply of social workers to society.

It has come to the notice of the researcher that the difficulties experienced by students in the completion of the practical component of the course are sometimes seen by them as a stumbling block to the successful completion of the degree.

1.3 RESEARCH GOAL AND OBJECTIVES

1.3.1 GOAL

The goal of the research process is to explore and describe the three aspects of personal -, learning - and work context during fieldwork placement, with particular focus on the fit between them.

1.3.2 OBJECTIVES

- To analyse the three contexts by means of questionnaire based information pertaining to 4th level social work students.
- To make recommendations so as to enhance the practical work placement in conjunction with the realities of the three contexts.

1.3.3 VALUE OF THE RESEARCH

In consequence it is hoped that the information gained will assist in restructuring or refocusing the current social work course in such a way as to find a better fit with working and non-working student needs and their limitations without compromising the

quality of social work education. As Babbie and Mouton (2001:565) note, the aim of a research report can also be to propose action.

This is particularly important, because South Africa faces the task of increasing the number of students qualifying from tertiary institutions. Currently this country lacks capacity to meet the transformation and social needs of their people and social work has been acknowledged as a scarce skill (Jacobs, 2007:5). In this respect, this researcher disagrees to some extent with Abels (2005:7) who believes that the quality of professional training is more important than the number of social workers trained. Given the current social work scenario in South Africa, it is vital that the universities find ways to train sufficient social work students to meet the demand **without** sacrificing the quality of the professional training.

1.4 RESEARCH METHOD

1.4.1 RESEARCH DESIGN

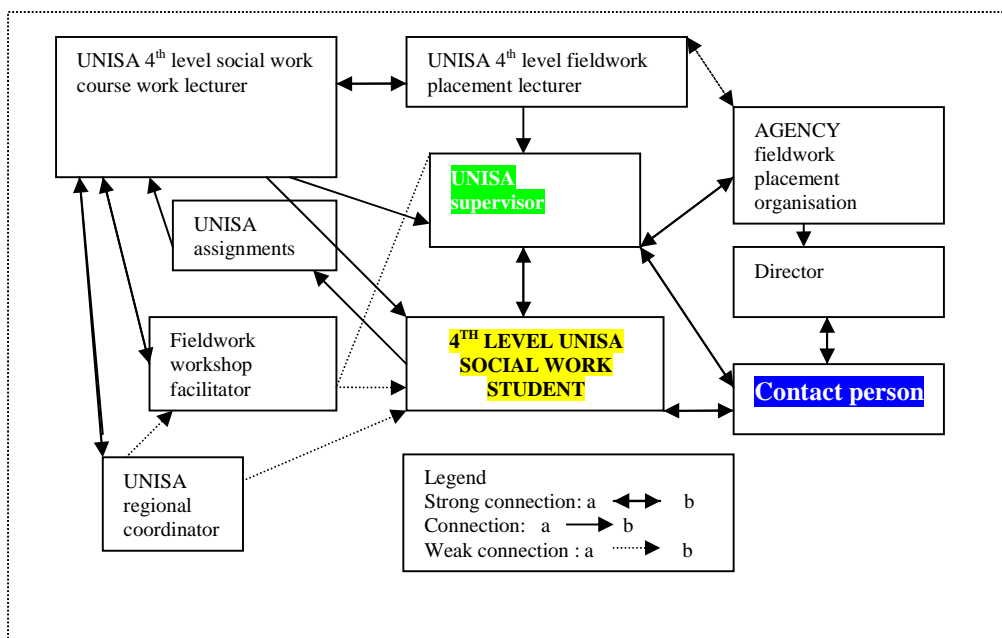
The research design is of an exploratory and largely quantitative nature, using surveys in the form of self-administered questionnaires. However, the questionnaires contain some questions to clarify certain responses, which give rise to data of a qualitative descriptive nature. In this the researcher is attempting to reach a contextual understanding of what she is exploring – the fit between social work student, the current practice setting and the education in social work offered by UNISA. To some extent this accords with Babbie and

Mouton's (2001:272) description of idiographic strategies "normally associated with qualitative research".

1.4.2 SAMPLING PROCEDURE AND THE RESEARCH INSTRUMENT

The following diagram illustrates the importance of collaboration, communication and cooperation between all role players in the professional development of the social worker. For this reason the researcher believed that input was required from at least three sources: the student, the supervisor and the representative of the fieldwork placement organisation – the contact person.

Figure 1: Diagrammatic illustration of role players directly involved in the professional development of the 4th level UNISA social work student.



Note: The colours used to highlight the three role players relate to the colours used to differentiate between the three sets of data collected and attached in the appendices.

The final year UNISA social work student population in this research was both observation unit and unit of analysis, the contact persons and supervisors were observation units. Babbie and Mouton (2001:174) refer to such units also as data collection units, stating that these are "... aggregation(s) of elements from which information is collected."

1.4.2.1 Sampling

The nature of this exploratory research of limited scope preferred the entire population of fourth year students (N) and their field placement contact persons, with a third questionnaire being sent out later in the year to the entire population of UNISA contracted field work supervisors. **Convenience sampling** was used in all three instances, the respondents thus representing all those 4th level social work students, contact persons in the field placements and UNISA appointed supervisors who chose to respond to the request to complete and return the questionnaires. The sample characteristics will be presented in the text discussing results of the questionnaire.

In selecting these "subjects required for research" (Breakwell, Hammond, Fife-Shaw, 2000:28-30), specifically where the UNISA social work students were concerned, cognisance was taken of the importance of "gatekeepers" – the regional co-coordinators in the different UNISA learning centres throughout South Africa. With the exceptions of the Pretoria and Johannesburg regions, the researcher relied on the cooperation of the

regional coordinators to distribute, and in some instances to collect, the questionnaires for the students and their contact persons.

1.4.2.2 Research instrument

The three self-administered questionnaires were devised and adapted to the three different units discussed in the above paragraph (as attached in Annexures 1, 2 and 3). In all the questionnaires, simple closed questions, contingency questions, complex contingency questions and matrix questions were used. In many instances respondents were encouraged to discuss their answers to closed questions to elicit greater clarity on some of their understanding of the questionnaire items.

In constructing all three questionnaires the researcher was aware of the possibility that the questions could be misunderstood due to what Babbie and Mouton (2001:231) refer to as the "... complexities of doing research in a multi-cultural developing society ...". Care was taken in the formulation of the questionnaire items to ensure clarity and to avoid ambiguity.

Nevertheless it was deemed imperative to conduct a **pilot study** during the planning stage in the previous year (2006) with the questionnaire designed for the 4th level UNISA social work students. A pre-test of the full questionnaire was under taken with nine 4th level social work students. Subsequently two group

discussions were held with the students involved and in line with their recommendations, as indicated in the next paragraph, the questionnaire was adapted. This pilot study also allowed the researcher to test whether the respondents were able to provide the information required reliably (Babbie & Mouton, 2001:236).

1.4.2.3 Pilot study

The students' self-administered questionnaire was piloted early in July 2006 with two supervision groups (Group A & Group B), situated in two different geographic areas. Nine final year social work students from UNISA were involved.

Group A took 45 to 50 minutes and Group B took 35 to 45 minutes to answer the questionnaire.

Comments made during the group discussions included the following:

- The questionnaire is too long
- Confidentiality needs to be protected in view of the nature of the questions
- Respondents should be given the opportunity to take the questionnaires home, or be given additional time to pre-read the questionnaire prior to completing it
- Completing the questionnaire has raised awareness regarding the practice setting, has been an eye opener and an aide to self-reflection
- The questionnaire has been constructed in keeping with students' frame of reference
- Some questions are phrased ambiguously.

The questionnaire was adapted where appropriate in line with these comments.

Questions 20, 24 and 28 were adapted to eliminate misinterpretation or to elicit additional information deemed necessary by those engaged in the pilot study. The students involved in the pilot study were excited at the idea of having a voice, particularly regarding their experience of their practice settings.

The questionnaires compiled for contact persons and supervisors were not piloted, but were constructed in such a way as to complement the questionnaire for the students. In this way it was hoped to strengthen the validity and reliability of this research.

1.4.2.4 Reliability and validity

Babbie and Mouton (2001:264) state that: “Survey research is usually weak on validity and strong on reliability”.

a. Reliability

According to Prinsloo (1998:42), “Reliability is often expressed as a necessary – although not sufficient – condition for validity.” Babbie & Mouton (2001:119, 646) explain that reliability in social research refers to repeated observations of certain phenomena rendering the same results each time. To the extent that the question items in the questionnaires are of relevance to those persons being surveyed – in other words, the respondents are likely to have personal experience and knowledge of the question items – and that the questionnaires represent a

standardised stimulus, the data gathered could be said to be reasonably reliable. The use of test-retest, or split-half methods, in the construction of these questionnaires to increase reliability is not viable in the context of this research.

b. Validity

Babbie and Mouton (2001:264) maintain that "...the artificiality of the survey format puts a strain on validity". Some internal validity on some of the question items has been achieved through the use of three questionnaires, giving three different views of reality regarding those question items, as discussed under research design in paragraph 1.3 on page 6 of this report. They also state that a measure is valid when it "...adequately reflects the concept's meaning." Babbie and Mouton (2001:276) further mention the term "triangulation" in discussing the differences between "Quantitative and qualitative notions of objectivity..." where they equate the quantitative researcher's concept of *internal validity* with the qualitative researcher's concept of *credibility*. One of the procedures through which credibility in quantitative research is achieved is through triangulation, which occurs when information is collected from different points of view "about different events and relationships" Babbie & Mouton (2001:277).

However, it is face validity as described by Babbie and Mouton (2001:122) and content validity (2001:123) as defined by Carmines and Zeller, referred to in Babbie and Mouton (2001:123), which appear to apply to the measuring instruments used in this research.

Prinsloo (1998: 42) mentions further that "... validity is only logically argued through presenting cumulative evidencethe more the better". He also points to the need to have both quantitative and qualitative sources of information, or evidence gained from a number of sources "...as evidence of validity".

This researcher believes that the distribution of questionnaires designed to collect quantitative and qualitative data from all members of three different stakeholder groups meets Prinsloo's criteria for validity in principle.

Limitations to validity of this research, however, are posed by a low percentage return of the questionnaires sent to supervisors (25%) and contact persons (23.6%). Questionnaires forwarded to social work students elicited a 67.31% return.

1.4.3 METHOD OF DATA COLLECTION

Data collection occurred through a number of self-administered questionnaires, with face sheets giving clear instructions. According to Babbie and Mouton (2001:646), questionnaires are used inter alia in survey and field research. They are "... designed to solicit information appropriate to analysis". As the research was primarily exploratory, this method of data collection was chosen. Inducement to reply lay in the wording of the face sheets "...to simply convince the respondent that the study is worthwhile and that

his/her co-operation is important.” (Bailey, 1987: 156). (The questionnaires and face sheets can be found in Appendices 1 – 3).

1.4.3.1 Timing of the research

This researcher, whose research focus was on the work and learning context of the 4th level UNISA social work student, collaborated with another researcher, Rulene Lintvelt, whose research project focused on the personal context of the 4th level UNISA social work student. Much of the information needed by the researcher could only be gathered once the students had settled into the fieldwork practice setting, whereas the nature of the data required by Ms Lintvelt could be obtained at any time.

It was therefore decided by the researchers and their promoter, Professor W. van Delft, that Ms Lintvelt survey the research population early in 2007. To protect the anonymity of the students, but nevertheless maintain some connection between data gathered in both research processes, a system was devised whereby Ms Lintvelt attached two identical numbers to each questionnaire and requested that the students retain the second tag, or keep a record of the number concerned, for use on this researcher’s questionnaire later in the same year.

A limitation of this study was that some students failed to keep or remember their numbers, resulting in 22 unnumbered, but completed and returned questionnaires, thus not making it possible to look for regional variances in the data. The responses in these

questionnaires have been included in the collation of the data under the numbers B1 to B22.

1.4.3.2 The survey process

The survey was conducted as follows:

- **The questionnaire designed to elicit data from the students (Appendix 2) was administered to all (4th level) UNISA social work students in the Pretoria and Johannesburg regions, or distributed to all the other (4th level) UNISA social work students in other regions through the regional co-ordinators at the learning centres. In Pretoria and Johannesburg regions the researcher visited the learning centres and personally distributed and collected the questionnaires.**

In 2007 this amounted to a total of 113 students registered for 4th level social work studies at UNISA, however only 104 appeared to be involved in the survey.

The following table indicates the return rate of the questionnaires per region:

Table 1: Distribution and return rate of social work student Questionnaires

Region of Distribution of Questionnaires	Number distributed (N)	Number returned (n)	Return rate:
Pretoria region	37	19	51.35%
Johannesburg region	17	9	52.94%
Polokwane region	15	7	46.67%
Durban region	23	12	52.17%
Cape Town region	9	0	0%
Bloemfontein/Kimberley region	3	1	33.33%
Completed and returned without area indication		22	
TOTALS	104	70	67.31%

- **Questionnaires designed to elicit responses from the contact persons in the field placement organisations were delivered by the student concerned to the contact person in the student's field placement organisation.**

The current contact person's list indicates that UNISA is in communication with 89 contact persons. Twenty one completed questionnaires were returned to the researcher. The researcher is unaware of the reasons for the lack of response. Finally:

- **Questionnaires designed to elicit responses from the UNISA appointed supervisors of the final year social work students regarding the student's**

ability to integrate theory and practice were sent out to all those listed as UNISA supervisors.

The number of UNISA supervisors contracted to monitor and supervise the practical work (field work) of the students in 2007 amounted to 28. The researcher received nine completed questionnaires, one of which was completed erroneously by a facilitator of 4th level workshops.

It should be noted that the data collected in this research study was far in excess of what can reasonably be processed in a thesis of minimal scope. To this end the researcher elected to focus on data gathered which speaks specifically to the goals and objectives of this study, as outlined in paragraph 1.3. Even so, this research report will merely skim the surface of this topic.

1.4.3.3 Ethical considerations in data collection

The NASW (National Association of Social Work) Code of Ethics states:

“(l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them.” And *“(m) Social workers who report evaluation or research results should protect participants confidentiality by omitting identifying information, unless proper consent has been obtained authorising disclosure.”* (Quoted in Rothman, 2000:229).

This concurs with the Policy Guidelines for Course of Conduct, Code of Ethics and the Rules for Social Workers (2007: 10 – 11), as set out by the South African Council of Social Services Professions, paragraphs d – q.

The anonymity of all respondents has been protected. Numbers assigned to each questionnaire administered to the students indicate the geographical area in which the students attend workshops and are not necessarily an indication of where they live or where they are placed in the field.

1.4.4 METHOD OF DATA PRESENTATION

The data collected through the returned and completed questionnaires has been collated into tables or been analysed thematically, depending on the nature of the questions asked.

Similarities and differences in the responses of the three different research populations, in line with the core areas of exploration, i.e.:

- Professional readiness of the UNISA social work students for the placement
- Appropriateness of UNISA training of social work students to the demands of the workplace
- Nature of communication between role players involved in the development of these students ...

have been noted, compared and interpreted.

Since this is a quantitative exploratory study of limited scope with data of a qualitative descriptive nature, there has been no analysis of data by statistical methods.

1.5 DEFINITION OF CONCEPTS

BSW: Bachelor of Social Work. Four year undergraduate qualification and minimum requirement for registration as a social worker in South Africa.

Contact person: The person employed by the field placement setting in which the student is placed, who eases the student into the social work context and to whom the student is responsible. Generally, but not always, a qualified social worker registered with the South African Council of Social Services Professions.

Community development: Lombard quoted in Makofane (2007:44) defines this concept as: "... a process, a method, a programme, a movement aimed at enabling and encouraging communities to become involved, with the necessary support from the private and government sectors, in improving and managing their own living conditions in all areas of development." One of the methods, or modalities of social work, it refers to a particular approach to community work, which is in line with the developmental approach to social services as adopted in South Africa currently.

UNISA follows this approach in community work.

Distance learning: Any learning which takes place either in part or in full through correspondence. In this report this concept refers to the tertiary correspondence courses offered by the University of South Africa (UNISA), a distance learning tertiary institute.

Ethics: Professional ethics of the social worker as described in the Code of Ethics set out by the South African Council of Social Services Professionals.

Fieldwork: Sometimes referred to as practical work or practica, this is a term used for the applied aspects of a social worker's role, i.e. to casework, group work, community development within society. It forms an important component of the social work qualification, Bachelor of Social Work (BSW), in South Africa.

Fieldwork placement setting: Fieldwork placement setting or practical work setting. This setting is either a non-profit organisation, an office of the Department of Social Development, or any setting where social work services can be provided, wherein a 4th level student is placed for the completion of the practical work component of the BSW.

IFSW: International Federation of Social Work.

Non-governmental or non profit organisation: Private organisations in South Africa generally established to meet psycho-social and developmental needs of society, e.g.

family and marital counselling, addiction prevention and counselling, job-creation etc. Often partially funded by the Department of Social Development these organisations are legislated by an Act of Parliament.

NQF: National Qualifications Framework. This body came into being in 1995 through the passing of the South African Qualifications Authority Act (No.58 of 1995). The NQF is the vehicle through which all education and training in South Africa has been transformed since 1995. It is the framework for the registration of qualifications such as the BSW degree.

Person-centred approach: The person-centred approach was originally developed and documented by Carl Rogers, a psycho-therapist. Sometimes referred to as the Rogerian Approach, it is a non-directive way of working with the organisation and functioning of the self, be it the “self” of an individual, group or community. This approach is espoused by the Department of Social Work at UNISA in the training of social workers.

Placement setting: See *Fieldwork placement* setting above

Practical work or practica: See *Fieldwork* above.

Professional development: In this report, professional development refers to the practice-based learning achieved within a social work context, or within a context in

which the 4th level social work student is able to practise one or more of the social work modalities.

SACSSP: The South African Council for Social Service Professions, with whom all social workers, and social work students from level 2 onwards, are obliged to register, as stipulated in the Social Service Professions Act (Act 110 of 1978).

SAQA: The South African Qualifications Authority, established under the SAQA Act (Act 58 of 1995), whose main objective is to oversee the development and implementation of the National Qualifications Framework (NQF).

“Self”: This refers to a person’s perception of who he or she is – their idea of themselves. Rogers (1987:497) describes the self as: “A portion of the total perceptual field gradually becomes differentiated as the self.”

Social Work: A practice-based profession, focusing on the interaction between individuals, groups and communities in their social environments, where the objective is to empower people to develop and grow (see: International definition of Social Work, paragraph 2.2.1 of this research report).

Social Work Curriculum: In this report this concept refers mostly to the curriculum for training social work students developed by the Department of Social Work of

UNISA, in line with the outcomes required by SAQA and the NQF for the qualification.

Social Work Modalities: This concept refers to the three main modalities of social work practice: **case work** with individuals and families, **group work**, and **community work** (community development at UNISA).

SGB: Standards Generating Body. These bodies develop unit standards and qualifications in each learning field.

Supervisor: Within the context of this research report a supervisor is a social worker contracted to UNISA for the purposes of supervising 4th level UNISA social work students in all three practical social work modalities (case work, community development, and group work). The supervisor is generally not employed in the field placement setting in which the students carry out the practical requirements of the BSW degree course.

Supervision: In the social work field practitioners are supervised if inexperienced, or will seek consultation if experienced, on their fieldwork. Supervision usually, but not always, contains an educative, a supportive and an administrative function. Supervision of 4th level UNISA students consists generally of weekly or bi-weekly group supervision sessions covering the work carried out by the student in the field placement setting.

UNISA: University of South Africa. A distance learning tertiary institute located on the outskirts of Pretoria in the Republic of South Africa offering a variety of correspondence course for degree and non-degree purposes.

1.6 DIFFICULTIES ENCOUNTERED

Some of the difficulties encountered were symptomatic of distance education.

The following difficulties experienced in applying the questionnaires and collecting the data may have implications for the validity and reliability of the research:

Facilitators:

- Lack of support from some facilitators at the different learning centres in distribution of questionnaires to students
- Questionnaires for the students sent to UNISA's Cape Town Learning Centre were never passed on to the facilitators and had to be resent in August 2007
- Difficulties experienced in collection of completed questionnaires through supervisors and facilitators

Students:

- Superficial completion of questionnaires
- Students misunderstood directions to retain the number assigned to them for the questionnaire completed for Rulene Lintvelt's research into the self of the UNISA student for reuse on subsequent questionnaires handed out by this researcher. This was done to maintain confidentiality, but still allow for links to be made between the data collected and the province in which the student worked. These

numbers were not always remembered or retained by the students when this researcher's questionnaires were sent out, resulting in 22 questionnaires for this research being returned with little indication of the area to which the data applied.

- Some students returned questionnaires to their supervisors, who were unaware of the need to forward them to UNISA.

Contact persons:

- UNISA list of contact persons of 4th year students was inaccurate
- Listed contact person was often not the social worker who was in close contact with the student
- Some contact persons objected to returning the completed questionnaire via the student to the researcher, because confidentiality was compromised
- Return rate was low.

Supervisors:

- UNISA list of supervisors was outdated
- Some supervisors had not informed UNISA of a change in their postal address
- Facilitators also appeared on the supervisors' list without any indication of difference in duties for which they were contracted
- Very few replies to the e-mail requesting participation from the supervisors in formulating the questionnaire for the supervisors (Appendix: 2)
- Low response to questionnaires sent to supervisors.

General and ethical:

Communication with the various role players in the research was hampered by contact addresses, e-mail addresses and telephone numbers for supervisors not being updated by the supervisors themselves. This resulted in a low return rate of completed questionnaires from UNISA supervisors.

The length of time taken for questionnaires to students, supervisors and contact persons to be distributed, completed and returned to the researcher often exceeded four months

(one supervisor submitted a completed questionnaire five months after receiving it in the post).

Ethical considerations, which left the choice to complete the questionnaire with the respondent, meant that the return rate of questionnaires was negatively affected. The same ethical considerations allowing respondents to choose whether or not to respond to some of the questions led to some incomplete questionnaires.

Difficulties in processing data included:

- Inadequate language and writing skills of respondents
- Possible difficulty experienced by respondents in interpreting the questions correctly
- Unanswered questions (missing data) and illegible writing.

1.7 OUTLINE OF THE STUDY

- Chapter 1: gives a detailed overview of the study, including background to the study, motivation, goals and objectives, research method, definition of concepts and difficulties encountered.
- Chapter 2: reviews literature pertinent or relevant to the professional development of the 4th level social work student, with particular attention to the unique challenges of such training at a distance learning institute. The fit between the student, the UNISA social work curriculum and the market place is discussed in relation to the person-centred approach adopted by UNISA to social work training and the developmental approach currently adopted by the Department of Social Services in meeting current social needs in this Country. Minimum requirements for the BSW are also discussed.
- Chapter 3: discusses the research findings of this study, as well as some of short comings of this exploratory research.
- Chapter 4: draws some conclusions and makes some recommendations regarding training of 4th level social work students. Recommendations are made for further research.

It should be noted that all seven appendixes contain the entire raw data base from which deductions were made.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The researcher has been unable to locate existing international or local literature addressing the **fit** between the social work student, the social work curriculum and the social work practice setting. However, much literature found addresses key areas fundamental to the understanding of the research problem and the data collected i.e. social work as a profession, distance education in social work and the function of field placement in the professional training of the social worker. Other important areas, such as the function of supervision in professional development and the importance of collaboration between the parties involved in the professional education and training of the social work student, are also alluded to in existing literature. Wherever possible the researcher has attempted to give international and local perspectives.

2.2 SOCIAL WORK – THE PROFESSION

Social work has been recognised as a profession for a considerable period, however the definitions have been adapted over time to fit with the changing social needs of time and place dictating the services required of social workers.

2.2.1 INTERNATIONAL PERSPECTIVE

In July 2000 a new definition of social work was adopted by the International Federation of Social Work (IFSW) in Montreal, Canada:

“The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.”

The researcher believes that this definition says more about what social work **does** than what it **is**. This may well be the nature of a definition of any applied science. It is possible that social work, by its very nature, can and must be defined somewhat differently wherever it is applied, provided it meets the core requirements of its mission, which according to the IFSW (2000) involves facilitating contexts in which people can develop optimally and through which personal and social dysfunction can be prevented.

In commenting on social work as a profession, the IFSW acknowledged the interrelationship of theory, values and practice fundamental to social work.

The IFSW states that:

“The holistic focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, and socio-economic conditions”.

2.2.2 SOUTH AFRICAN PERSPECTIVE

Social work professionals in South Africa are bound by a code of conduct which governs their practice. The ethical basis of their practice is best summed up by the following paragraph, found in the 2nd edition in the Policy Guidelines for Course of Conduct, Code of Ethics and the Rules for Social Workers as set out by the South African Council of Social Services Professionals (SACSSP) (2007: 1):

“Social service professionals are sensitive to cultural and ethnic diversity and strive to end discrimination, poverty and other forms of social injustice. Their activities may be in the form of direct practice, community organization, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education as well as research and evaluation. Social workers seek to enhance the capacity of people to address their own needs as well as promote the responsiveness of organizations, communities, and other social institutions to social needs and social problems.”

In post 1994 South Africa social work services in line with the current Integrated Service Delivery Model adopted by the Department of Social Development are carried out in the following categories, as depicted in the information brochure of the Department of Social Development (s.a.: 20 – 21), and summarised below.

- **Promotion and prevention services:** Focusing on individual, social and environmental factors. Poverty alleviation, job creation and community development fall into this category
- **Rehabilitation services:** Focusing on the impaired social functioning, either temporary or chronic, of individuals and groups in their homes, out patient service organisations and in residential facilities
- **Protection services:** Usually provided “within a legislative and/or policy framework”. This includes statutory services.
- **Continuing care services:** For individuals unable to care physically or mentally for themselves
- **Mental health and addiction services:** This includes all forms of addiction and also family violence.

Many of these services are provided by governmental institutions, e.g. Department of Social Development, or through non profit organisations funded in some instances partially by government. It is in these governmental or non profit organisations that the UNISA social work students are placed for their 4th level practicum.

2.2.3 THEORETICAL BASE FOR SOCIAL WORK

At the Montreal Conference in 2000, the IFSW acknowledged that social work based its methodology on “a systematic body of evidence-based knowledge derived from research and practice evaluation, including local and indigenous knowledge specific to its context.” The very complexity of social work in the field of practice requires that social work also draw on diverse psycho-social, behavioural or social theories from related professions appropriate to persons in their context.

Social work is, without a doubt, a value based profession (O’Neil, 1992). Social work values include: **Respect, unconditional positive regard, a non-judgemental attitude, individualisation, the right to confidentiality and the acceptance of the right to self determination** for all individuals, groups and communities. Helping social work students to operationalise these values in practice is one of the key learning objectives of the practica.

2.2.3.1 South Africa: Developmental approach

The White Paper on Social Welfare, proposing a developmental approach to social welfare and a people-centred approach to social and economic development, was adopted by South Africa in 1997.

The social development approach to welfare, according to James Midgley (1995:23), is “... a dynamic process of growth and change ...” focusing on the well-being of the community as a whole rather than only on the provision of services to the needy individual. Social development, Midgley believes, is firmly entwined with economic development – the former cannot take place without the latter and the latter has no meaning if it is not coupled with “... improvements in social welfare for the population as a whole.” (1995: 23).

Some of the key principles of a social development approach, according to Midgley include:

- A firm link to economic development
- An interdisciplinary focus (ideology, politics, etc.)
- Implies a process (growth and change)
- It is progressive (faith in social improvement)
- It is interventionist (“..organised efforts are required to bring about improvements in social welfare..”)
- Its goals are facilitated in a variety of ways, particularly those trying to combine social intervention with economic development efforts
- It is inclusive (benefiting individuals as well as the community)
- The goal is to promote social welfare.

(Midgley paraphrased, summarised and quoted (1995: 25-27)).

This meant that social welfare services in South Africa would in future focus on enabling people to regain their capacity to help themselves, and to overcome obstacles to personal and societal growth and development. The emphasis was on the person rather than the problem. This had enormous implications for the theoretical basis in the training of social workers.

Patel, (2005:368 - 369) suggests that one of the purposes of **developmental social work**, within the social development approach, is not only to enhance problem-solving in human relations but also to target the environment to achieve social change through a range of meso and macro interventions. Developmental social work (and therefore developmental social auxiliary work!), suggests Patel, is characterised by an emphasis on social justice, social and economic inclusion and integrated service delivery. It is collaborative, participatory and involves intervention at multiple levels.

The services rendered by the Department of Social Development in South Africa, mentioned under paragraph 2.2.2, while similar to those offered before 1994, are now backed by programmes seeking to enable people to tackle causes and consequences of poverty, vulnerability and need themselves. For people to be empowered in this way, they need to be supported in developing a greater sense of self-worth, self-confidence and self-reliance. They also need to recognise their own abilities and internal resources and discover ways to recognise and access outside resources. In this way perceptions of themselves, and the world around them, shift.

The role of the social work profession – whose professional values are aligned to those of the developmental and people-centred approaches – was seen as significant to the roll-out of this new approach.

In 2003 another occupation for civil servants that of community development worker (CDW) was initiated (Makofane: 2007). This occupation clearly has implications the social worker, specifically with regard to the modality of community development - one of three traditional practice modalities of social work. The role of the CDW, much like the social worker's role, is to assist the community from within to access resources, to be the liaison between community and local government and to assist with service delivery. They are tasked specifically with poverty alleviation. Schenck (2006:47-48) makes reference to the lack of clarity regarding boundaries between the role of the social worker and that of the CDW.

2.2.3.2 UNISA: Person-centred approach

UNISA's Department of Social Work adopted Rogers's person-centred approach as the principal theoretical base to the teaching of social work theory and practice in line with the changes in the welfare sector in the country. The person-centred approach is post-modern in that it rejects the search for a single truth in favour of a multiplicity of equally valid viewpoints.

Rogers's emphasis on operationalising the values of respect, individualisation, self-determination and confidentiality (Grobler, Schenck, du Toit, 2003: 103-119) in working with people reflects the professional values and ethics of the social work profession in South Africa and internationally. His acceptance of not only the ability of persons, groups and communities to grow and develop independently, but also the inevitability of independent growth and development, ties in with the tenets of the developmental approach adopted by the Department of Social Development in South Africa as the theoretical paradigm for service delivery.

Today many non-profit organisations employing social workers have adopted a developmental, strengths-based or person-centred approach to their service delivery. In this respect a fit between UNISA's teaching and the requirements of the work setting would seem to have been achieved. However students still appear to struggle with adapting to organisations in which other theoretical orientations (e.g. psycho-dynamic or behavioural approaches) govern service delivery.

2.3 DISTANCE EDUCATION

Distance education, as opposed to contact education, has made higher education accessible to many who would ordinarily be excluded from furthering their education due to personal, physical, geographical or economic constraints.

UNISA has a proud history of uplifting many of the citizens of South Africa by providing accessible education, without sacrificing standards. In 2002 UNISA received

international recognition for distance education by the Accrediting Commission of the Distance Education and Training Council (DETC) in the United States of America.

2.3.1 HISTORY OF DISTANCE EDUCATION AT UNISA

Although UNISA's forerunner, the University of Good Hope, started over 130 years ago (1873), it was originally merely an examining body. In 1916 the University relocated to Pretoria, changed its name to the University of South Africa (UNISA) and 30 years later was offering correspondence courses for non-residential students. UNISA was at that stage the pioneer of tertiary distance education in the Western World.

From 1994 UNISA transformed internally to mirror the country's transition to democracy, and in 2004 merged with the former Technikon Southern Africa (TSA) and VUDEC, the distance education component of Vista University, to form the only dedicated distance institution in South Africa today (Pityana, 2006). It is also, according to its Vice Chancellor, Prof. Barney Pityana (2006), "... the biggest education provider in South Africa", and according to Kizito (2006:126).. "one of the largest comprehensive and dedicated education institution(s) in South Africa an(d) Africa."

Most significantly, at least 300 of the courses, subjects or modules offered are either "in part or fully presented by work-based learning" (Pityana, 2006). Included in this number are the courses and modules being offered by the Department of Social Work at UNISA. The professional qualifications are registered with the NQF.

2.3.2 DISTANCE EDUCATION IN SOCIAL WORK AT UNISA

The degree in Social Work (Bachelor of Social Work – BSW), essentially a four year degree course culminating in a postgraduate qualification, came into being in 2007. This degree is registered as a Level 7 qualification with the National Qualification Forum (NQF), the national register for all qualifications in South Africa.

Previously the degree was known as BA (SS), Bachelor of Arts, majoring in social work. Social work has been taught at UNISA for over fifty years. The social work programme and curriculum at UNISA has changed over time in line with the transformation of the student body, the lecturers and policies governing UNISA, and with the transformation within the country itself.

The current goal and aims of the Department of Social Work at UNISA are described in the two paragraphs which constitute their mission statement, as set out in the departmental brochure (2006:2):

“The Department of Social Work strives to promote the ideals of democracy, social transformation and social justice. We aim to practically apply the fundamental principle of the University of South Africa’s mission, namely to be “in service of humanity”.

Our teaching strives towards academic excellence and relevance congruent with the ethos of the profession of Social Work and within the parameters of the Act on

Social Service Professions (Act 110 of 1978 as amended). Our training is student-centred, supportive and empowering in nature.”

In line with this, the curriculum has been designed to empower students and support the social development paradigm outlined by Government in general and the Department of Social Development in particular. The study material has been designed, as far as possible, to be relevant to the South African context. The Department of Social Work UNISA has suggested that this is done by:

- “Structuring practical work in ways that expose students to various contexts and cultural settings
- Facilitating contact and dialogue between UNISA Department of Social Work and their students (recognizing that Africa has more of an interactive rather than a reading culture)
- Using African idioms, names, stories and case studies in study material.
- Teach a set of values that fits with the diversity of the South African context.”

(Paraphrased from the Department of Social Work UNISA’s Programme Mission, describing curriculum-transforming principles and procedures utilised to transform the curriculum. s.a.: 2).

Abels (2005:4) initially questioned the efficacy of distance education in preparing students to enter “...a profession committed to service...”. He also wondered whether the personal growth from student to professional social worker would be possible without the social connections between student and faculty member of the traditional campus setting. Abels eventually realised the dual role distance education needed to play in providing “... not merely a medium for teaching social work, but also a significant

force in fulfilling social work's commitment to equality and social justice." (Abels, 2005 :4). This realisation is very much in line with the Mission Statement of the Department of Social Work at UNISA.

Abels suggests further that it is the "... profession's obligation to educate social workers in a way that will ensure their ability to fulfil needed services to persons and communities effectively..." That drives distance education in social work. He too believes that distance education universities had an ethical obligation to offer social work training to students who lacked access to such training by virtue of geographic or economic constraints, among others. However, he did state that "Social work's historic vision and understanding of the importance of social connections in both social work practice and education make the task more complex than might be required by other professional programmes." (Abels, 2005:5).

In acknowledgement of these practical realities of distance education in professional social work training, UNISA's Department of Social Work has been obliged to limit admission to the course, based on the geographical residence of the student, as discussed under paragraph 2.4.1.2.

The training approach of the Department of Social Work at UNISA, as regards both theory and practice, is participatory in nature. This present style of training has evolved over years through diverse ways of training social work students. Today the UNISA social work students at each level attend workshops in which the lecturers and

supervisors facilitate learning as opposed to imparting knowledge. Much of the students' learning takes place in the small groups in which they work together at these workshops. The creativity of the lecturer or facilitator of the workshop groups is extremely important.

In the 4th level the students are allocated to supervision groups in which they remain for the entire academic year. In these groups they learn from each other as they discuss the casework, community development and group work they are undertaking in their field placement. Learning is thus intensified and students are exposed to a wider field of practice through the experiences of their fellow students in these groups.

For 4th level social work studies, the Department uses a permanent staff complement of three lecturers, two co-ordinators, an administrative officer and numerous part-time workers, which include the 4th level supervisors and facilitators, who are all engaged in teaching the knowledge and skills of the BSW curriculum as far as possible in a student-centred way.

2.3.2.1 UNISA BSW Curriculum

Over the years the syllabus for the social work degree course has changed to meet the changing theoretical views of faculty members, as well as the changing needs of the recipients of social work services. Social work delivery itself, by its very nature, changes continually in response to the requirements of the customers (recipients) of social work services – individuals, groups and communities. The curriculum has needed to be

revisited, reviewed and altered in line with such changes to retain professional relevance over time.

From the beginning there were attempts to find fit between the standards required by the profession, the training organisation (UNISA), and the special circumstances of the part-time distance education student. Today moves toward uniformity in the training of social workers have been made. The Standards Generating Body (SGB) for social work prescribed 27 exit level outcomes in 2006, which must be part of any social work curriculum at any university in South Africa. The outcomes are aimed at meeting the core purposes of social work as defined in its international definition discussed under paragraph 2.2.1. This qualification, registered with the NQF as a degree, compares favourably with international social work qualifications, as "...verified through the South African structures affiliated to the International Association of Schools of Social Work."(SAQA Registered Qualification ID23994 Bachelor of Social Work).

The SACSSP as SGB for social work sees the purpose of this qualification in terms of the following basic requirements with which social work students need to be equipped:

- **“Skills to challenge structural sources of poverty, inequality, oppression, discrimination and exclusion**
- **Knowledge and understanding of human behaviour and social systems and the skills to intervene at the points where people interact with their environments in order to promote social well-being**

- **The ability and competence to assist and empower individuals, families, groups, organisations and communities to enhance their social functioning and their problem-solving capacities**
- **The ability to promote, restore, maintain and enhance the functioning of individuals, families, groups and communities by enabling them to accomplish tasks, prevent and alleviate distress and use resources effectively**
- **An understanding of and the ability to demonstrate social work values and the principles of human rights and social justice while interacting with and assisting the range of human diversity**
- **The understanding and ability to provide social work services towards protecting people who are vulnerable, at-risk and unable to protect themselves**
- **Knowledge and understanding of both the South African and the global welfare context and the ability to implement the social development approach in social work services**
- Understanding of the major social needs, issues, policies and legislation in the South African social welfare context and the social worker's role and contribution
- **The skills to work effectively within teams, including social work teams, multi- and inter-disciplinary teams as well as multi-sectoral teams.”**

(Quoted from the electronic version of the outline of the BSW qualification, forwarded by e-mail to the researcher by spruis@jacssp.co.za, (10th October 2007: Page 1): The researcher's use of bold script).

Eight (as highlighted on the afore going pages) out of the nine basic requirements listed by the SACSSP need to be met by the 4th level social work students during their practica – the opportunity for which at best involves a time period of approx. 250 hours in the field. UNISA requires that students spend one day per week in their field placement setting, between January and September of their 4th level year, which if adhered to should allow the student to meet these requirements.

2.4 THE IMPORTANCE OF PARTNERSHIP IN PROFESSIONAL DEVELOPMENT.

Exposure to social work practices in the field is an important element in the professional development of the social work student. To this end part of the social work curriculum always includes a practical work component. In engaging in their practica, the social work students are afforded many opportunities for personal and professional growth if “Both school and agency provide a structure to ensure good communication and cooperation in support of ...” the students’ learning experience. (Rothman, 2000:8).

2.4.1 FIELDWORK PLACEMENT

“Matching students and fieldwork placements is a highly complex and difficult process...”, according to Rothman (2000:5). Social work students at UNISA generally have little choice over their fieldwork placements. While student needs are taken into account where ever possible, difficulties arise when there are insufficient appropriate fieldwork placements for the 4th level social work student population.

Level 4 consists of continuous practica from January to September (the academic year), with a possibility of this extending beyond September, depending on whether or not the student has met the minimum goals of all three social work modalities (case work, group work and community development). Students are required to start their practica with a five day block placement in the organisation in which they have been placed.

The fieldwork placements vary considerably, although in principle UNISA strives to place each student at an accredited welfare organisation. These organisations address a cross-section of South Africa’s social problems and social interventions: poverty, HIV-AIDS, marital problems, child abuse and neglect, child-headed households, foster-care, adoption, job creation, skills training, etc.

Some fieldwork placements are not traditional social work settings, e.g. schools and clinics, with implications for the professional training of the social work student. The

researcher's own experience as supervisor of 4th level students has shown that it is in such settings that 4th level students report feeling unsupported, but it is also in such settings that students have been able to show creativity and professionalism.

It is of course not peculiar to UNISA social work students to experience difficulties in their practica. Rothman (2000:137) refers to the "real" and "ideal" placements students of social work contend with even in the United States of America. Some paraphrasing to fit the South African context of the "real" and "ideal" aspects of fieldwork placement settings highlighted by Rothman (2000: 137-138) follows:

"Ideal placements" would include well qualified and experienced contact persons and supervisors, students would have their own offices, desks and telephone access. They would be assigned balanced case loads covering all modalities by social work organisations that are dedicated and fair.

"Real" placements include overworked, unavailable, distant contact persons and supervisors, students desks may be lunchroom tables or filing cabinets. Students don't get any referrals or are overloaded with cases which would test more experienced workers. Organisational politics interfere with student integration into the field.

2.4.1.1 Integration of theory and practice

Watson, Burrows and Player (2002:9) note in their introduction to their book on integrating theory and practice in social work education that, while theory and academic knowledge traditionally have been seen as essential to any occupation's professional status, they agree with MacDonald (1995 as referred to by Watson, Burrows and Player 2002:9) that "The extent to which this actually assists an occupation to achieve professional status is highly contested."

In this they touch on a "vocal anti-professionalism ethical stance" within the social work profession internationally and the "dissonance" experienced by social work educators "... trying to be both academics and practitioners ..." (Watson, Burrows and Player (2002:10) quoting Lyons). Nevertheless, social work students in most countries are expected to have a sound theoretical understanding and knowledge of social work theory, **as well as the ability to apply this knowledge to practice**, if they are to be accredited as professional social workers.

2.4.2 THE ROLE OF THE CONTACT PERSON

The contact person, often the director or manager, at the various organisations at which students are placed, has a significant role to play in assisting the social work student to integrate into the organisation. In general, the contact person is responsible for accepting the placement of the student, for ensuring that the student is informed of the policies and

practices of the organisation and for liaising with the training body (UNISA) to resolve any issues of conflict between the needs of the organisation and the requirements of the practical component of the UNISA 4th level curriculum (adapted from Rothman, 2000:9).

Effective training in the field, according to Rothman, relies on an "...agency-wide commitment to education and training...". The contact person is thus an important partner in creating an optimal environment for the professional development of the social work student. Exploring and understanding what skills are currently relevant to social work practice and ascertaining whether these skills form part of the current practical social work curriculum by obtaining feedback from the contact persons - social workers in the field - and reflecting on this, is important to any institute of higher learning offering such a degree course. As such UNISA relies on feedback from the contact persons at field placement organisations regarding the skills level of the 4th level UNISA social work students. This area is revisited in later chapters of this research.

2.4.3 THE UNISA SOCIAL WORK STUDENT IN THE FIELD

Despite the fact that UNISA is a distance education university, students registering for a professional qualification in social work (BSW) are advised in the UNISA social work departmental information booklet (2006:8) that this professional training in particular is "structured, very demanding and time consuming." In meeting the requirements of the degree, 4th level social work students are expected to attend numerous workshops and be available for a block placement of five full days in January, as well as being able to

commit to a minimum of one full day per week in the field placement organisation between January and September.

The practical work requirements also create obstacles for students living any distance from the following South African cities:

Pretoria, Gauteng

Johannesburg, Gauteng

Cape Town, Cape Province

Port Elizabeth, Eastern Cape

Durban, Kwa-Zulu Natal

Bloemfontein/Kimberley, Free State

Polokwane, Limpopo.

Furthermore, students who do not reside in or near the above cities, or in or near Pietermaritzburg (Kwa-Zulu Natal), George (Eastern Cape), Kimberley (Free State), Bloemfontein (Free State) and Nelspruit (Mpumalanga), may not register for the Bachelor of Social Work degree.

Students desirous of obtaining this professional qualification are usually therefore obliged to relocate during the academic year, in this way often cutting themselves off from valuable family or other social network support. This is particularly difficult for the 4th level social work student given the emotional impact of working in the field for the first

time. It is possibly a reason many UNISA students surveyed indicated the need for access to counselling support for themselves.

Practical courses in distance education do pose unique challenges to the student of social work who often has to be assertive in fieldwork placement settings if they are to be able to complete the course work requirements of their degree.

2.4.4 THE ROLE OF SUPERVISION

For the 4th level student of social work at UNISA, supervision is another important tool in their professional development. The nature and quality of the supervision and the experience of the supervisor are crucial elements in the quality of the professional training available to the student.

2.4.4.1 The nature of supervision at UNISA

Supervision at 4th level social work training occurs in groups. At the beginning of the academic year supervision is largely educative and administrative, becoming more consultative and supportive as the year progresses.

There are a number of tasks generic to supervision. These include creating a relationship conducive to learning, facilitating learning and professional growth, monitoring the

administrative aspects of the work undertaken by the supervisee, monitoring professional ethical issues and evaluating the supervisee.

In addition to all this, the group supervisor would encourage individual and group responsibility and interpersonal as well as group skills. Van Delft (2005:16) states that the purpose of UNISA supervision is to "... assist and guide the student in developing the skills to do social work in practice under controlled/supervised circumstances."

2.4.4.2 The UNISA supervisor

As is the case with the social work profession itself, a lack of clarity exists in the profession around the role, function and responsibilities of a supervisor. Botha (2000:7) addresses the need to define the concept clearly and also suggests that "knowledge of the supervisory process alone is not sufficient..." to the actual task of supervision.

Supervisors of 4th level social work students at UNISA are appointed by the University on the recommendation of the Department of Social Work. They are largely external to the permanent staff. According van Delft, this is a development of the past twenty years in response to the increase in student numbers. Prior to that supervision of the students was undertaken by the academics themselves, either in person or by correspondence.

The role of the UNISA supervisor is primarily to supervise the students' practical work and to encourage the student to integrate theory and practice. They have a responsibility

to ensure ethical practice and to liaise with the students' practice settings to obtain feedback on the students' ability to integrate into the field placement setting and their professional demeanour. The supervisor assesses the students' practical work together with the lecturers.

2.4.5 THE ROLE OF THE TRAINING INSTITUTE

The social work "Field Work Education Team" (Rothman, 2000:8) consists not only of social work student, supervisor and contact person, but also the school of social work. Social work schools are responsible for coordinating the fieldwork placements.

In some schools a field work office exists, in others administrative and professional staff members are assigned to the co-ordination of fieldwork placements. Their responsibilities include "...recruiting, developing and evaluating placement, matching students and field work agenciesand addressing any field related problems." (Rothman, 2000:9).

2.4.5.1 UNISA and fieldwork placement

At UNISA, fieldwork placement is managed and organised by a lecturer and in some areas regional co-ordinators. As already mentioned, the supervisor liaises with the field placement organisation for feedback on the students' performance. Guidelines are given to the contact persons in the form of tutorial letters also sent to the students.

While the academic staff member (lecturer), not the field work contact person, is responsible for the final evaluation of the student's work, feedback is always sought from the contact persons on the students' performance in the field.

A healthy partnership between UNISA staff responsible for fieldwork placement, the contact person in the fieldwork placement organisation, the UNISA supervisor and the student is essential to the student's optimal growth and development.

CHAPTER 3

OUTCOMES OF THE RESEARCH

3.1 INTRODUCTION

This chapter details the outcomes of the research. In the absence of much specific local or international literature on the research problem – the fit between the student, the social work curriculum and the social work field – the researcher attempted to “understand, think about and make sense” (Grobler, Schenck, Du Toit, 2003 :3) of the responses given in 2007 to the points raised in the questionnaires to the students, contact persons and supervisors. In order to do so the researcher felt it important to clarify what social work practice involves – knowledge, skills and abilities – and what training is necessary towards practice competence. This is discussed in paragraph 3.3 of this Chapter.

3.2 THE “SELF” OF UNISA SOCIAL WORK STUDENTS

While knowledge, values, skills and abilities are undoubtedly important to social work practice, the “self” of the social work practitioner is equally significant. The Department of Social Work at UNISA has long been conscious of the need to know more about the person behind their student of social work studies. Currently a fellow researcher (Lintvelt, 2007) is engaged in research along those lines. For the purposes of this

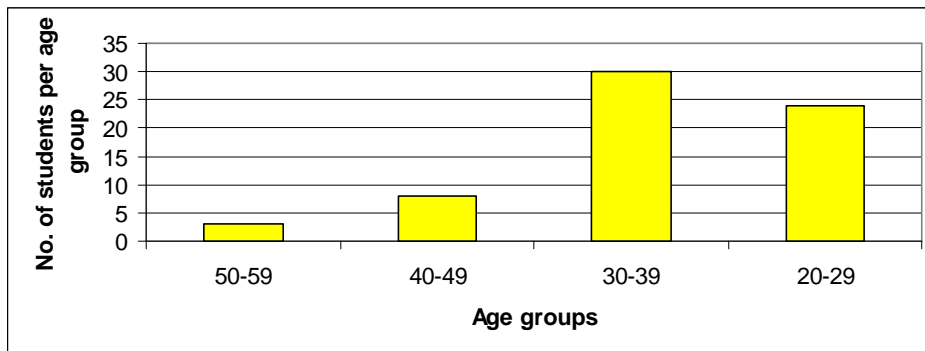
research, however, some personal details of students deemed significant to the objectives of the research are explored.

3.2.1 AGE

The age of distance learning students varied considerably. In general UNISA students are significantly older than residential, or contact, university students in South Africa. Glezakos (2005:78-79) discusses how demographics generally peculiar to the distance education student (e.g. older, as well as greater work and family responsibilities) impact on their reaction to and expectations of course requirements. She notes that they are far more “vocal and assertive” in their attempts to negotiate “...the number of assigned readings, modify required course assignments, or change due dates.”

The following figure shows that over 70 % of 4th level social work students registered in 2007 at UNISA, were over thirty years of age, bringing to their social work studies maturity and a wealth of life experience. A shortcoming of this research study is that no exploration was made of their previous occupations or life experiences, or of the work and family responsibilities they might have, and the impact this has on their studies.

Figure 2: Age categories of 4th level UNISA social work students.



Pityana, in his speech outlining the strategic plan for UNISA for 2005 – 2015, insists that: “...in distance education we have students of drive and maturity, who also bring into the learning process their own insights and experience.” Glezakos (2005:79) acknowledges the dilemma of “...satisfying student expectations without compromising academic standards.” These are issues reportedly faced by UNISA supervisors and facilitators too.

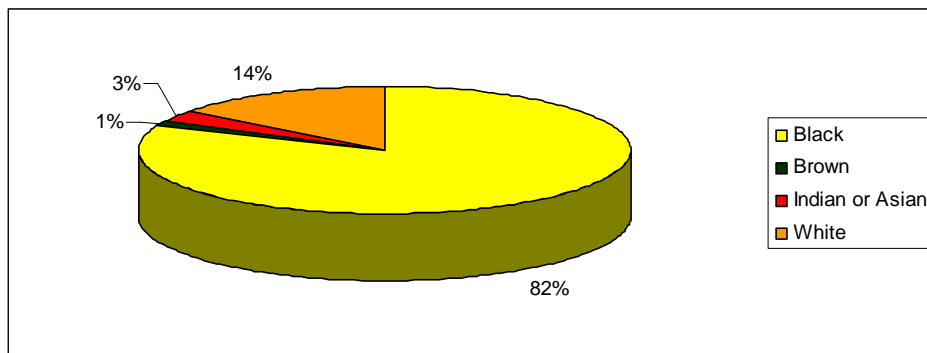
3.2.2 RACE, CULTURE AND LANGUAGE GROUPS

3.2.2.1 Race and culture groupings

UNISA has been referred to as the “African University in the service of humanity” (Pityana, 2007). The demographics of the 4th level social work student population would seem to have borne this out, reflecting the racial mix of the country, as noted in the following graph, as well as students from other African countries.

While some may be offended by reference to race in post-apartheid South Africa, we cannot ignore the differences which still exist in our country. The Principal and Vice Chancellor of the University of South Africa, Professor N. Barney Pityana, mentioned in his speech at the UNISA brand launch on 30th March 2005 that South Africans still view issues differently based on race, culture and historical profiles – what he called their different identities.

Figure 3: Race and culture groupings of 4th level UNISA social work students.



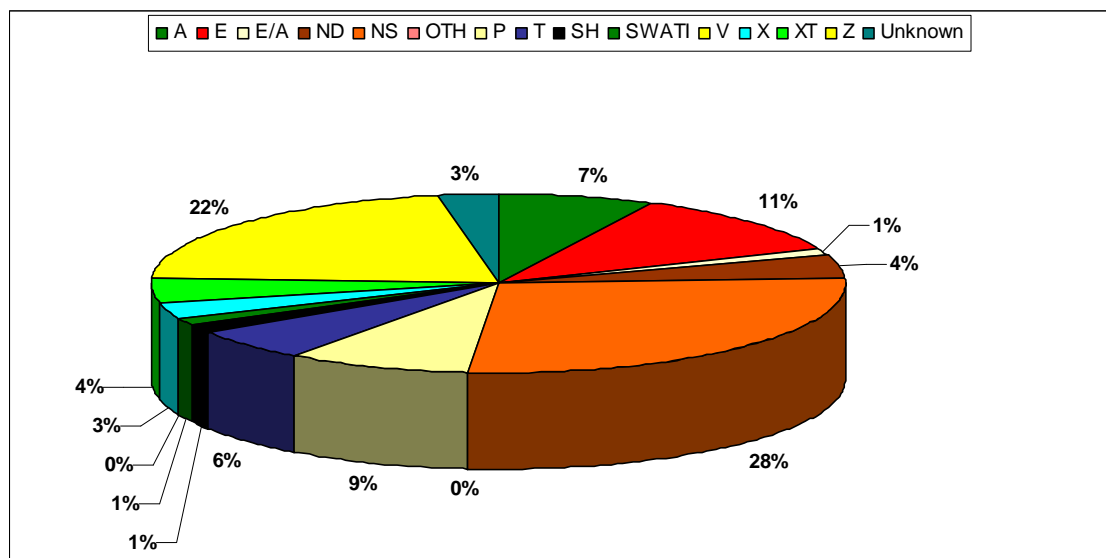
Makhondo and van Biljon (2002:129) refer to Corey in cautioning that there “...is a price to pay in ignoring racial and ethnic factors...”. The context they are referring to is that of supervision, the major training ground of the social work student and the ideal environment for dealing with issues of this nature, so that service delivery is not negatively affected by cultural and racial issues. Schenck (2002:4-5) notes that how social workers view the world will directly affect their practice and that there is a need to learn to respect and celebrate our differences. This can only be done if we acknowledge those differences! For the purposes of this research, four race group categories were used in the students’ questionnaires:

- Black, being persons of African descent
- Brown, being persons of mixed-race descent
- Indian, being persons of Indian or Asian descent
- White, being persons of European descent.

3.2.2.2 Languages and cultures

The language of instruction at UNISA is English. However South Africa has eleven official languages. These are isiZulu (Z), isiXhosa (X), Xitsonga (XT), isiNdebele (ND), Tshivenda (V), siSwati(Swati), Setswana(T), Sesotho(S), Sepedi (P), English (E) and Afrikaans (A). Very few South African citizens are first-language English speakers. In addition to this, students from across South Africa's border who register for social work studies with UNISA, are not generally first language English speakers either.

Figure 4: Language and culture groups of students in fieldwork placement settings.



The previous figure reflects the home languages of the 4th level social work students in 2007. SH refers to Shona, a Zimbabwean language, and the category “other” refers either to other South African dialects not recognised as a language or to language groups of students beyond South Africa’s borders.

Although the UNISA supervisors and field placement contact persons have not reported significant language problems in the students’ work or placement settings, other than in writing clear and concise reports and case notes, the researcher did find the English writing skills of many of the students inadequate for accurate completion of the questionnaires, as previously indicated (Chapter 1 of this research report).

In cognisance of this difficulty experienced by the students, the Department of Social Work introduced the requirement that any student wishing to register for social work studies must take *Introduction to English skills* as a compulsory module if they have not obtained an A or B symbol in English (higher or standard grade) in Grade 12 of their secondary schooling (UNISA Social Work Departmental brochure, 2006 :17).

3.2.3 SELF CARE

Burn-out in the social work profession is a well recognised phenomenon. Both Tolan (2003) and van Delft (2002) refer to the importance of self-care to retain the emotional and physical energy needed for working with people’s needs. Eighty percent of UNISA’s 4th level social work students surveyed in this research saw the availability of personal

counselling as essential, either for dealing with unresolved personal issues they become aware of (the un-symbolised becoming symbolised) during their training or to their own professional development. Student counselling services are available at the major UNISA learning centres; however, according to students, these are often staffed by volunteers drawn from their fellow social work or psychology students at these centres, making it difficult for 4th level social work students to use this service.

A further aspect of self-care is connectedness. Family support, or other social group support, is important for distance education students. Eighty-five percent of the 4th level UNISA social work students surveyed reported family support. A shortcoming of this research was that there was no indication required as to whether the support was financial or emotional. Although the researcher does not doubt the significance of the students' weekly supervision group, both as a support and an environment for personal and professional growth, this issue was not addressed specifically in the survey and could be an area for further research.

3.3 SKILLS AND TRAINING

Twenty-five years ago, the NASW in the United States of America outlined twelve basic social work skills. In 2001 the Council on Social Work Education in the USA listed twelve requirements for preparing social workers for professional practice (Cournoyer & Stanley, 2002: 30-31).

The following table lists these basic requirements, as well as those required by the SGB for Social Work in South Africa today, providing an indication of how social work skills have changed to meet the changing social needs over time and place.

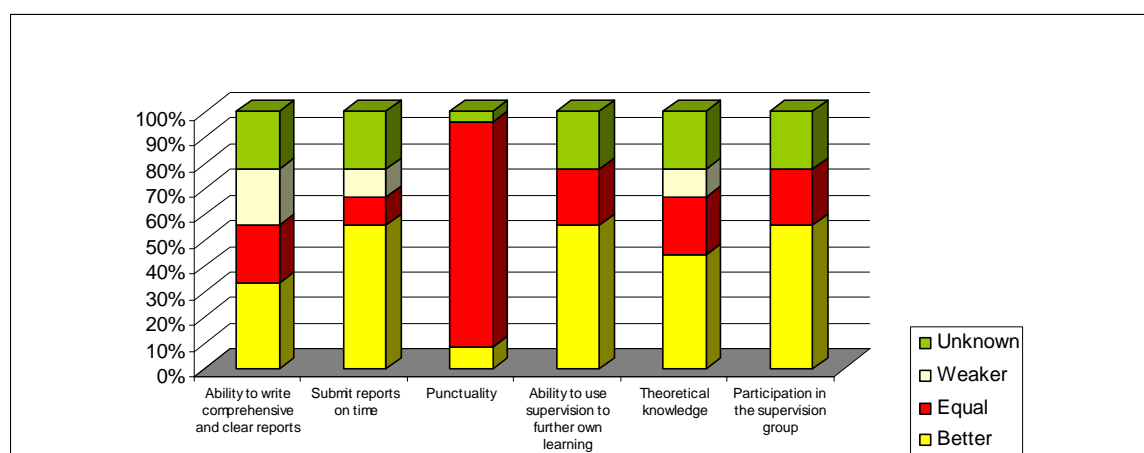
Table 2: Basic requirements for social work practice

NASW USA (1981)	Council on Social Work Education 2001 USA	BSW (SACSSP) 2007 SOUTH AFRICA
<ul style="list-style-type: none"> • Listen to others with understanding and purpose. • Elicit information and assemble relevant facts to prepare a social history, assessment and report. • Create and maintain professional helping relationships. • Observe and interpret verbal and nonverbal behaviour and use knowledge of personality theory and diagnostic methods. • Engage clients (including individuals, families, groups and communities) in efforts to resolve their own problems and to gain trust. • Discuss sensitive emotional subjects supportively and without being threatening. • Create innovative solutions to clients' needs. • Determine the need to terminate the therapeutic relationship. • Conduct research, or interpret the findings of research and professional literature. • Mediate and negotiate between conflicting parties. • Provide inter-organizational liaison services. • Interpret and communicate social needs to funding sources, the public or legislators. <p>(Courvoyeur and Stanley, 2002:31)</p>	<ul style="list-style-type: none"> • Apply critical thinking skills within the context of professional social work practice. • Engage in ethical decision making within the values of the social work profession. • Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, disability, ethnicity, family structure, gender, national origin, race, religion and sexual orientation. • Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that ...social and economic justice. • Understand and interpret the history of the social work profession and its current structures and issues. • Apply the knowledge and skills of social work practice with systems of all sizes. • Use theoretical frameworks to understand individual development and behaviour and the interactions among individuals and between individuals and families, groups, organizations and communities. • Analyze, formulate, and influence social policies. • Evaluate research studies and apply findings to practice, and evaluate their own practice interventions. • Use communication skills differentially across client populations, colleagues and communities. • Use supervision and consultation appropriate to social work practice. • Function within the structure of social work organizations and service delivery systems, and seek necessary organizational change. <p>(Courvoyeur and Stanley, 2002 :30)</p>	<ul style="list-style-type: none"> • Skills to challenge structural sources of poverty, inequality, oppression, discrimination and exclusion • Knowledge and understanding of human behaviour and social systems and the skills to intervene at the points where people interact with their environments in order to promote social well-being • The ability and competence to assist and empower individuals, families, groups, organisations and communities to enhance their social functioning and their problem-solving capacities • The ability to promote, restore, maintain and enhance the functioning of individuals, families, groups and communities by enabling them to accomplish tasks, prevent and alleviate distress and use resources effectively • An understanding of and the ability to demonstrate social work values and the principles of human rights and social justice while interacting with and assisting the range of human diversity • The understanding and ability to provide social work services towards protecting people who are vulnerable, at-risk and unable to protect themselves • Knowledge and understanding of both the South African and the global welfare context and the ability to implement the social development approach in social work services • Understanding of the major social needs, issues, policies and legislation in the South African social welfare context and the social worker's role and contribution • The skills to work effectively within teams, including social work teams, multi- and inter-disciplinary teams as well as multi-sectoral teams."

Exploring and understanding what skills and abilities are currently relevant to social work practice and ascertaining whether these skills do in fact form part of the current practical social work curriculum by obtaining feedback from students, supervisors and those contact persons who are social workers in the field, is of utmost importance to any institute of higher learning offering such a degree course.

As van Delft mentions (2002:32), these institutes carry enormous responsibility to maintain the standards of education and training, as well as to ensure the transfer of social work knowledge and skills. To explore this issue, questions were asked of all respondents regarding training and skills levels. The following tables summarise themes which emerged from the data collected.

Figure 5: Supervisors' comparison of UNISA social work students' skills



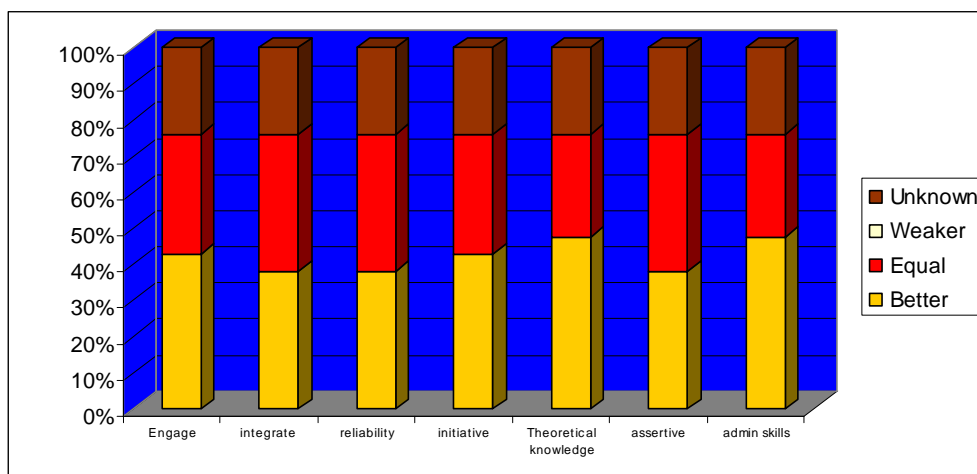
In general **UNISA supervisors** with experience of supervising 4th level social work students from other tertiary institutes scored UNISA students favourably on the abovementioned aspects. This compares with some empirical data emanating out of the

United States. Potts acknowledges that practice skills of distance education students of social work are harder to measure than academic skills (Abels, 2005:102-103), but states that their findings have shown field instructor ratings for distance education and contact students to be identical or very similar.

Two UNISA supervisors reported on additional areas not surveyed but seen as weaknesses (potential growth areas) in the students' skills and abilities: **report writing**, **statutory work**, and **planning and management**. Three others expressed the need for UNISA social work students to be exposed to more than one theoretical orientation or approach to broaden their knowledge base for dealing with clients.

Contact persons in the fieldwork placement settings evaluated the UNISA 4th level social work students as equal to or better than social work students from other tertiary institutes.

Figure 6: Contact persons' comparison of UNISA students' skills and abilities.



They too drew attention to areas where improvement is necessary: better knowledge of **Government Acts relevant to the social work profession** – this is one of the exit level outcomes students are required to demonstrate if they are to be assessed as competent to pass the BSW degree – and **statutory social work**. With regard to statutory work, it should be noted that only social workers who are qualified and registered with SACSSP may sign the court reports.

The **students** themselves identified the following areas in which they believed they lacked skills: **working with children** (2 students), **statutory work** (4 students), and **crisis intervention** (2 students). These needs appeared to be very site-specific.

3.3.1 UNISA SUPERVISION

3.3.1.1 Nature of supervision

Supervision of 4th level social work students takes place in groups of two to nine, as reported by eight supervisors who responded to the survey. It should be noted that this low return rate does compromise validity of the research as discussed in chapter two of this report. English is usually the language of supervision but there is very little homogeneity in the groups as regards language or culture. The supervisors indicated up to six different language groups represented in their supervision groups. Despite this only two supervisors reported some language difficulty and the need to either use another language or a translator to address issues raised by the student.

Cultural difficulties were experienced by one supervisor around the postponement of supervision by students due to cultural obligations regarding family funerals. A second supervisor reported using cultural differences within the group as learning experiences in acceptance of diversity.

According to Botha (2000:100 – 101)) the foundation of supervision is the educational process through which learning needs of the supervisee can be identified, whether these be on an administrative, educational and/or supportive level. Supervisors also need “...to give attention to knowledge skills and attitude that are required to ensure efficient service delivery.” Recognising the unique nature of supervision, based on the style and experience of the supervisor and the individual needs of the students, the researcher was interested in what the main focus would be in the supervision groups. The following table suggests that all supervisory aspects were attended to in supervision by the UNISA supervisors who responded to the survey.

Table 3: UNISA supervisors’ focus in 4th level supervision groups.

Supervisor	Administrative aspects	Educational aspects	Supervisory aspects	Other
i	X	X	X	Promote social welfare and its values and ethics in a professional context
ii	X		X	Student-centred learning experience
iii	X	X	X	
iv	X	X	X	
v	X	X	X	
vi	X	X	X	
vii	X	X	X	Practical: Use of role plays & drama to explain Rogers’ propositions (PCA)
viii	X	X	X	Workshops and extra sessions provided if needed at no cost to UNISA

3.3.1.2 The professional “self” of the UNISA supervisor

The UNISA supervisor occupies a pivotal position in the professional development of the 4th level social work student. Rothman (2000:13) says that the main focus of a field instructor is on the students’ practice and describes the major responsibilities of a field instructor as being twofold – to the student and to the clients selected for the student. This is also the focus and responsibility of a UNISA supervisor, who is however generally external to both UNISA academic staff and to the fieldwork placement setting, unlike the field instructors described by Rothman who are generally part of the staff complement of the fieldwork placement organisation.

Supervisors are contracted by UNISA on the recommendation of lecturers in the Department of Social Work. Experience in the field and knowledge of the theoretical orientation of the Department are important components in the skills, values, attitude mix of the supervisor. Rothman (2000:43) notes that most schools of social work have minimum requirements for field instructors (supervisors).

The following table indicates work experience, post-graduate qualifications and supervisory experience of the UNISA supervisors, as well as whether or not they shared a theoretical stance to practice with the Department of Social Work at UNISA.

All eight supervisors were female and none of them had a different theoretical approach.

Table 4: Professional qualifications and work experience of UNISA supervisors.

Respondent	Date qualified	Post grad qualification	Work Experience	Still practising	Modalities practised	Community development in line with UNISA	Prior supervisory experience
i	2004	--	NPO	Yes	Group work, Community Development	Yes	No
ii	1976	MA (Mental Health) UNISA	NPO, Geriatrics, Employee Assistance	Yes	Case & Group work, Community Development	Yes	Yes 7 years
iii	1993	--	Dept of Social Development	No	Case work, Community Development	Partly	Yes 10 years
iv	1985	Completing MA (Mental Health) UNISA	NPO, Hospital, Dept of Social Development	Yes	Case & Group work, Community Development	Yes	Yes, 12 years
v	1996	MA (SS) Mental Health	Hospital	Yes	Case work	Knows theory	Yes, 2 other universities
vi	1982	MA (SW) Mental Health	NPO, H, Other	Yes	Case &, Group work, Community Development	Knows theory	Yes at Correctional Services
vii	1996	D.Litt. et Phil.	NPO, Schools, Other	Yes	Case & Group work, Community Development	Yes	No
viii	1971	Completing MA	NPO, Dept of Social Development ,Other	Yes	Case & Group work, Community Development	Yes	Yes

3.4 FIELDWORK PLACEMENT SETTINGS

The Department of Social Work at UNISA acknowledges that “practice work is a vital and integral part of the training and is approached with the necessary seriousness and ethical awareness it deserves and requires.” (Paragraph 9.1 of Departmental brochure Department of Social Work, UNISA, s.a.). Furthermore there is acknowledgement of the partnership between organisations which constitute the fieldwork placement settings of 4th level social work students and UNISA in developing professional skills in the social work student. It is in these fieldwork placement settings that 4th level social work students are given the opportunity to put social work skills learned in 2nd and 3rd level workshops into practice.

The fit between student, fieldwork placement setting, contact person and UNISA supervisor has impact on the professional development of the student – their concrete skills development. The researcher believes it is therefore important for all role players to reflect on issues impacting on this fit. In exploring the answers received from students, contact persons and UNISA supervisors to this aspect of the survey issues that impact negatively and positively on all role players are highlighted.

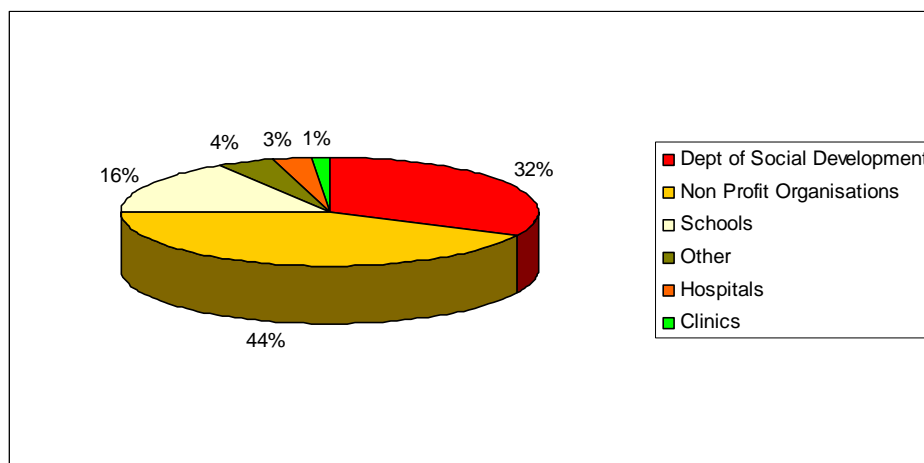
3.4.1 TYPES OF FIELDWORK PLACEMENT SETTINGS

Students are given an opportunity to familiarize themselves with their fieldwork placement setting during their week-long orientation to the practicum. However UNISA

supervisors who responded to the survey reported that the students were not sufficiently familiarised with the fieldwork placement setting, with negative implications for the completion of the practical requirements of the BSW degree.

UNISA 4th level social work students were placed at diverse organisations delivering social work services or at organisations where social work activities can be carried, out as can be seen in the next figure. Each organisation or branch of that organisation confronted students with unique challenges to find fit between meeting the demands of the university curricula, the organisation itself including the inter-relationships with staff and management and the needs of the clients who availed themselves of the social work services offered.

Figure 7: UNISA 4th level student fieldwork placements.



Non-profit organizations (NPO) accepted the majority of UNISA's 4th level social work students for their practicum followed by the Department of Social Development at their various offices throughout South Africa.

Students were also placed at hospitals or clinics and at schools. In such settings social work support for the student was not always available presenting challenges to the student as will be noted further on in this report.

In some instances – notably by the Department of Social Development – the students were remunerated for the work they did, in others they were compensated for travel expenses.

A few of the 4th level social work students were employed as social auxiliary workers, child care workers or administration personnel by the organisation in which they also were attempting to meet the practicum requirements of the BSW degree. This also presented students with challenges regarding confusion in the work place in respect of their roles and responsibilities, as will be discussed further in paragraphs 3.4.4.2 and 3.4.4.3.

3.4.2 TIME SPENT IN FIELDWORK PLACEMENT SETTINGS

As discussed in Chapter 2 in paragraph 2.4.3, UNISA final year social work students are expected to spend a minimum of the equivalent of 8 hours or one full day per week in the

per week, with some finding twelve to fifteen hours per week too little and others finding seven hours adequate.

Contact persons reported that students engaged in a number of activities over and above the requirements of their practica, e.g. administrative matters such as filing, taking minutes, reception work; practical tasks such as purchasing items required by the fieldwork placement setting and professional matters such as processing intake calls, chairing meetings, attending to statutory work, and helping with fund raising.

One UNISA supervisor, in fact, voiced her concerns about the overloading of the students in the fieldwork placement setting.

3.4.3 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

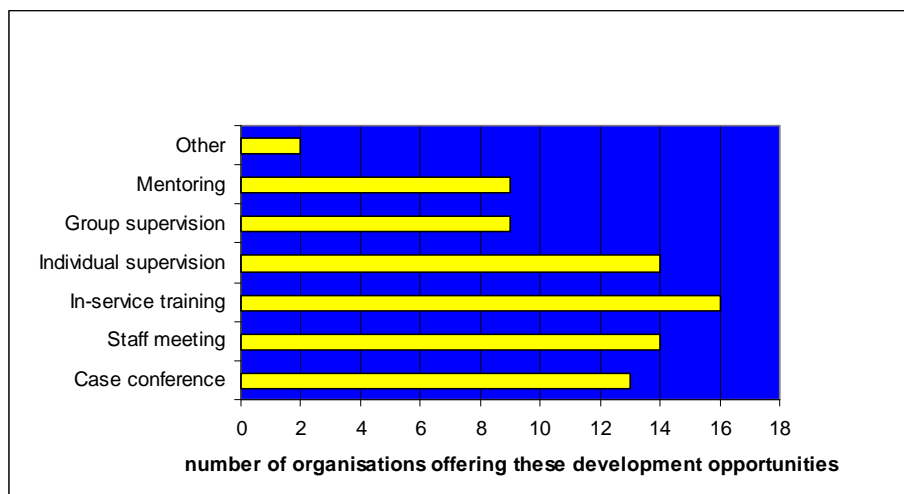
UNISA 4th level social work students are encouraged to make use of every professional development opportunity afforded them in their practice settings. Staff meetings, individual supervision, in-service training, mentoring, group supervision and teambuilding are all useful in adding knowledge and skills not acquired in the academic setting.

Contact persons were asked to indicate what professional development opportunities existed in their fieldwork placements. The figure overleaf indicates the variety of such

opportunities which were available to the students; the numbers apply to the number of settings which provided the professional development opportunity specified.

Data collected indicated that students did have access to many different ways of gaining experience. A shortcoming of this study is that there was no indication as to whether the student made use of the opportunity provided in the fieldwork placement setting or what impact this had on the student's professional development.

Figure 9: Professional development opportunities in fieldwork placement settings.

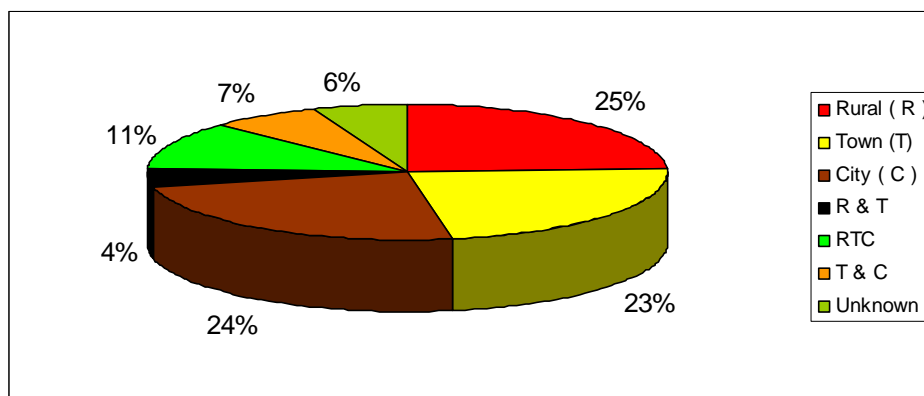


3.4.4 SITE SPECIFICS

As already mentioned the focus of social work is on the interaction between individuals, groups, and communities within their social environments. The scope of social work is very wide. In exploring fieldwork placement settings, the researcher asked students and

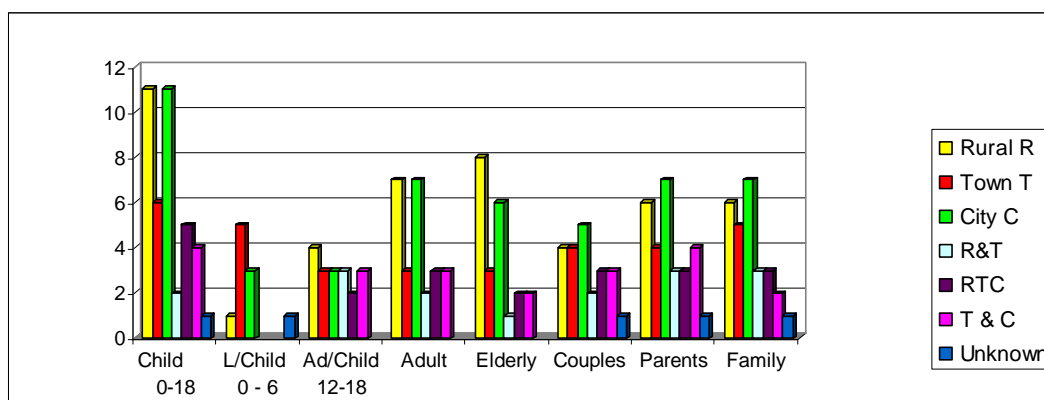
contact persons to indicate whether they were serving urban or rural populations. They were also required to list the target population of their organisations. The following figures give an indication of the different sites and their target areas, as well as the fieldwork services offered in these sites by the placement organisations.

Figure 10: Areas targeted for service delivery by fieldwork placement settings.



The type of service offered in each area was also explored. Some fieldwork placement settings offered students the opportunity to work with more than one type of client. The following figure indicates how many organisations were reaching out to latency age children (0-6 yrs), children in general (0-18 yrs), adolescents (12-18 yrs), adults, the elderly, couples, parents, and families.

Figure 11: Social work fields of service available in fieldwork placements.



It can be noted in the preceding figure how much work was being done in all geographical areas with **children**. The students themselves had indicated in their responses to the survey a need for more skills training in working with children, as will be noted in their recommendations in Chapter 4 of this research.

The researcher believes that the distinction between social work intervention with children and that of child and youth care intervention also needs to be clearly defined for the social work student, given the lack of clarity which exists currently regarding the roles and functions of the two occupations (as discussed in the first Chapter of this research report). Makofane (2007:53), quoting Anglin, suggests that the focus of each occupation is different, with child and youth care workers focusing on the individual child within the family and social workers focusing on societal, organisational and political issues impacting on the child and family. However Makofane does acknowledge an enormous overlap in the two occupations. De Kock quoted in Makofane (2007:53)

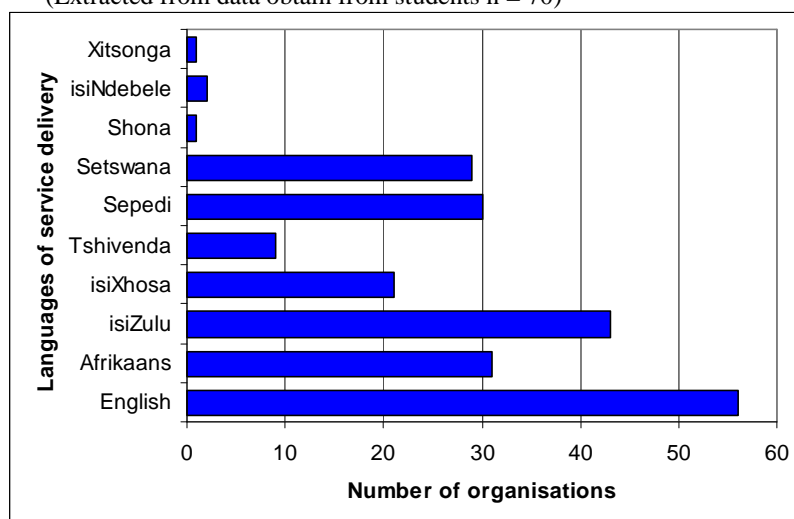
suggests that the main differences are based on the different activities and models used by the two occupations with this client base.

3.4.4.1 Language of social work service delivery

In finding fit between the 4th level social work student and the fieldwork placement setting, the multi-lingual nature of the South African social work service delivery setting, alluded to in paragraph 3.2.2.2 (Page 57), needed to be borne in mind. The following figure indicates the number of agencies offering services in one or more of ten languages, one of which (Shona) is not a South African language.

Figure 12: Languages of service delivery in fieldwork placement settings.

(Extracted from data obtain from students n = 70)



The preceding figure underlines the importance of fluency in English for the 4th level UNISA social work student about to enter the profession, as 81.43 % (57 out of 70) of the fieldwork placement settings delivered social work services in English. However 49 of

these settings also delivered services in other languages and some do not use English at all (13 out of 70). A shortcoming of this research is the inability to establish the number of clients per language group requiring social work services. As can be seen from the following table, some of the fieldwork placement settings had the capacity to offer services in as many as eight different languages.

Table 5: Fieldwork placement settings offering multilingual service delivery.

(Extracted from data obtained from students n = 70)

Number of languages in which services are delivered in the field placement setting	2	3	4	5	6	7	8
Number of <i>fieldwork placement settings</i> offering services in this number of languages	13	15	6	6	3	8	2

Other placements, notably in rural or city settings, offered services in one language only. It is in such settings that difficulties appeared to arise for ten percent of the UNISA 4th level social work students (seven students).

In all seven cases involving interactions with either clients or fellow workers the students had indicated in their responses to the survey that they had been able to manage the situation by using interpreters drawn from existing staff in the fieldwork placement setting, or by switching to a mutual language.

Table 6: Fieldwork placement settings offering unilingual service delivery.

(Extracted from data obtained from students n = 70)

isiZulu	Sepedi	English
5	4	8

The researcher is of the opinion that this has implications for both the fit for the student with the fieldwork placement setting, their ability to practise social work skills, ethical issues around confidentiality and also the needs of the client for effective service delivery, bearing in mind Cameron's comment in Tolan (2003:92):

“We live in a multicultural society We speak the languages of our different cultures, and to varying degrees, adopt their value systems.”

The challenges for the student, particularly if unsupported in the practice setting, might impact negatively on professional development.

3.4.4.2 Difficulties experienced

The **link** between the site and the difficulties experienced was not explored in this survey. Glezakos (2005: 78) writes of site-specific issues facing distance education social work students in the execution of their practica. Schenck (2006) refers to the site specific difficulties rural social workers face in executing their services in the field.

Data collected for this research appeared to indicate that site specific difficulties were seemingly not an issue for the UNISA students, i.e. there appeared to be no difference between difficulties experienced by students placed in rural settings compared with town or city settings. The students did however face different challenges in their field

placement settings, as summarised thematically in the following table from data received from this survey.

As mentioned in the first chapter of this research report, the data collected in this survey was largely quantitative. However some of the open ended questions generated a considerable amount of unstructured data of a qualitative nature, requiring different methods of collation and analysis. Collins, du Plooy, Grobbelaar, Puttergill, Terre Blanche, van Eeden, van Rensburg & Wigston (2000:245) refer to the absence of a commonly agreed upon way of coding data of a qualitative nature and the need for the researcher to organise the unstructured data meaningfully. Main themes needed to be identified to make data more manageable, however according to Collins et al: “Retaining the initial (and unique) meaning of data in the process of reducing data is not easy.”

Eleven themes were identified by the researcher in the students’ responses (Appendix 4) to question thirteen in their questionnaire (Appendix 1) identifying the types of difficulties experienced by them in their fieldwork placement settings:

- Dual role of student (employee and student)
- Insufficient training of student
- Insufficient communication from UNISA leading to confusion regarding student’s role and responsibilities in the fieldwork placement setting
- Supervisor support required
- Time management
- Financial limitations
- Suitability of fieldwork placement setting requires re-evaluation

- Lack of contact between contact person and student
- Lack of resources in placement setting
- None.

The following table groups students according to the themes of difficulties identified.

Table 7: Difficulties experienced by students in fieldwork placement

settings. (Extracted from data from students questionnaires, where some students registered more than one difficulty, n = 70 as regards percentages).

Area of service	Dual role of student (employee and student)	Insufficient training of student	Insufficient communication from UNISA = confusion re student role & responsibilities	Supervisor support required	Time management	Financial limitations	Suitability of placement setting requires re-evaluation	Lack of contact between contact person and student	Lack of placement resources	None
Rural	3		4	2	2	1	1		1	2
Town		1	5	4	1	1	1			2
City			4	5	1		2	1		5
Rural & Town				1					1	
Rural, Town and City			2	3		1	1			2
Town & City			2						1	2
Unknown							1			4
Totals	3	1	17	15	4	3	6	1	3	17
Percentage	4.29%	1.43%	24.28%	21.43%	5.71%	4.29%	8.57%	1.43%	4.29%	24.28%

From the afore-going table it can be noted that almost one quarter of the students (seventeen out of 70, last column highlighted in yellow) appeared to have no significant difficulties in their fieldwork placement settings. However a further 21.43 % expressed struggles with their placement settings to the extent that the UNISA supervisor was

required to intervene – this has also been reported by supervisors in their responses to this survey.

A further seventeen out of 70 students (24.28%) experienced difficulties reportedly as a result of a lack of communication between UNISA and the contact person.

3.4.4.3 Feedback from social work students

Further opportunity was given in question No 24 of the questionnaire for 4th level students to volunteer any information regarding their fieldwork placement settings they felt UNISA should know about. Twenty-three students had no further information to give. Positive and negative feedback was received from the rest of the students similar to the data analysed in the preceding paragraphs.

a) Positive Feedback:

Fourteen students mentioned the supportive nature of their fieldwork placement settings, two students were satisfied with resources in their setting.

b) Negative feedback:

Two students referred to the excessive workload of 4th level students. Once again issues of lack of support (five students or seven % of the respondents of the student body), as well as a lack of resources at the fieldwork placement setting (four students) were mentioned. Four students were worried about a lack of supervision and six

students were concerned about the lack of contact between UNISA and their contact persons. Three students expressed dissatisfaction with the curriculum, mentioning the work load at 4th level, some UNISA training not being applicable in the workplace and the need to include training in statutory work. Only one student referred to challenges experienced during the practicum because of conflict experienced in the roles of student and employee in the fieldwork placement setting.

3.4.4.4 UNISA supervisors' feedback on difficulties

The meagre return of completed UNISA supervisors' questionnaires is a drawback in this research, affecting validity of the findings. However, data collected from this source indicated that the supervisors were aware of difficulties students experience during their practica. Seven out of eight respondents reported the following challenges faced by supervisees:

- Lack of resources in the fieldwork placement setting (transport, venues for group work, telephones, office space).
- Undue demands being placed on the student, over and above the practicum requirements
- Lack of assistance in orientating and involving the student in the setting
- Lack of personal resources (transport to access clients, financial resources)
- Not affording students opportunity to attend statutory social work court hearings
- Lack of referrals for casework or group work, requiring student to go elsewhere
- Lack of opportunities for student community development projects, requiring student to go elsewhere

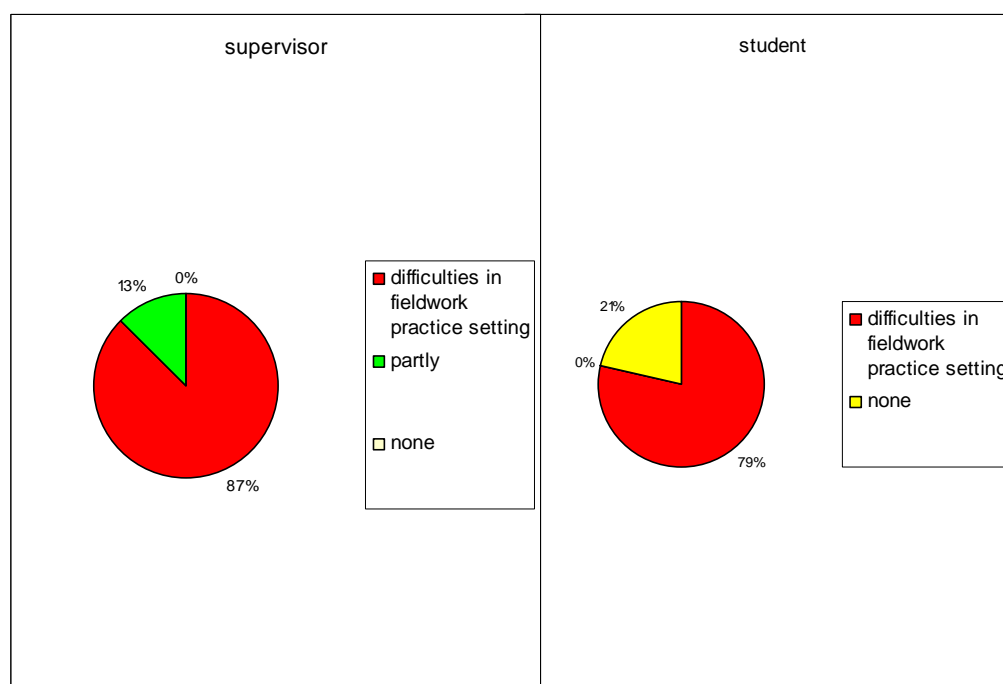
- Lack of support from social work colleagues in the fieldwork placement setting with student community development projects, either because of lack of knowledge of the developmental approach, or because of previous bad experiences with students placed at that organisation
- Lack of availability to the student of contact person in the fieldwork placement setting.

Two UNISA supervisors reported a need to intervene on their students' behalf to resolve difficulties in the fieldwork placement setting. This was referred to by the students themselves as discussed in paragraph 3.4.4.2 in commenting on data displayed in Table 7. There were similarities between the students' report of difficulties experienced in fieldwork placement and that of the supervisors as indicated in the following figure:

Figure 13: Perceptions of difficulties in fieldwork placement settings.

A supervisors perception (n=8)

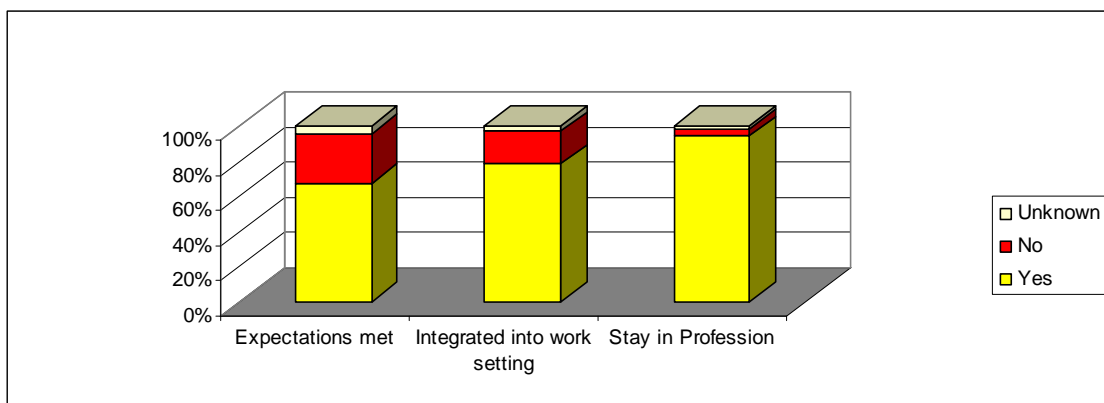
B students perception (n=70)



3.4.4.5 Student satisfaction with fieldwork placement settings

Despite the difficulties experienced by students in their fieldwork placement settings, when asked what they would like to change thirty-two students (45.71%) indicated their satisfaction with their placement by wanting nothing changed. In fact the following figure indicates high levels of overall satisfaction in the student body with their fieldwork placement setting. Most of the students also acknowledged a sense of being accepted by their fellow workers. Even the students who had experienced challenges in their practica were prepared to remain within the profession once they graduated. This is indicated in the third column of the next figure.

Figure 14: Students' experience of fieldwork placement settings (n=70).



Some students suggested changes which align well with the difficulties outlined thematically in Table 5, as can be seen in the following table.

Table 8: Changes students would like in fieldwork placement settings.

(Percentages based on 70 students, some who gave multiple responses).

Theme	% of student body	No of students
Prefer different theoretical orientation in fieldwork placement setting	1.43	1
Require more support in placement setting	1.43	1
Reimbursement for travel expenses	1.43	1
Clarification of student's role and responsibilities required	2.86	2
More resources in fieldwork placement setting required	8.57	6
Suitability of fieldwork placement setting to be evaluated by UNISA	11.43	8
More contact between fieldwork placement setting and UNISA is required	11.43	8
More support from UNISA supervisor required to resolve fieldwork placement setting issues	21.43	15
None	45.71	32

Here students' responses have been grouped thematically as well. In doing so some of the individual responses have lost a little of their diversity, i.e. in response to question eighteen in the students' questionnaire one student's need to receive more professional mentoring in the fieldwork placement setting has been grouped with another student's need for more access to clients for case work requirements of the practica under the following theme:

"Supervisor's support to facilitate resolution of problem by student required." In some instances students had listed more than one change required in their fieldwork placement setting.

Once again similar challenges regarding the vetting of fieldwork placement settings and greater contact between role players to ensure optimal professional development have been indicated in the students' responses to what they would like to see changed in their settings.

3.4.5 SOCIAL WORK MODALITIES

Mention has already been made of the three social work modalities: case work, group work and community work or community development. In the 1970s, Johnson, quoted in Makofane (2007:27), found that some client systems of social work practice did not fit neatly into any of these traditional modalities and the concept of “generalist practice”, or “integrated practice”, came into being. According to Patel (2005), paraphrased and quoted in Makofane (2007:27), generalist services “... also involve empowering of client services, encouraging participation in service delivery, building on the strengths of client groups and designing and implementing services from a critical reflective frame of reference”.

Clearly this form of social work practice fits well with the goals and objectives of the developmental approach to social welfare espoused in South Africa. It also fits well with the theoretical orientation of the Department of Social Work at UNISA. Barker quoted in Makofane (2007:27) suggested that generalist social workers are capable of intervening and providing the necessary services to a multitude of client systems.

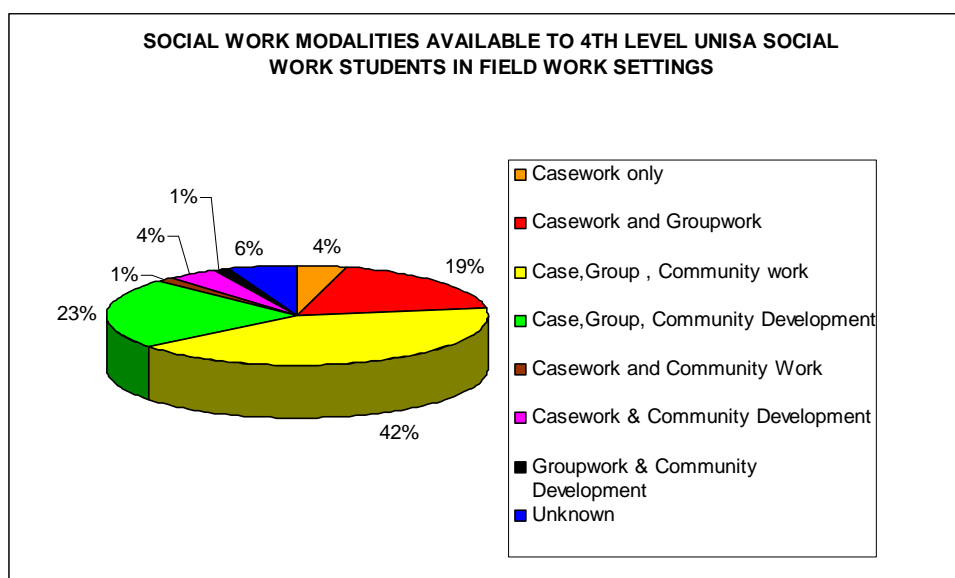
UNISA 4th level social work students are exposed to a combination of social work modalities in their field placement settings. The BSW curriculum requires that the students complete the following in their fieldwork practicum:

- A minimum of twenty case work interviews, preferably with adults and children

- Two groups of six group sessions each, preferably with different target populations, or one group of eight to ten sessions, and that
- They experience the full process of community development.

All UNISA 4th level social work students are expected to complete their practica in **all three modalities** of social work. As can be noted from the following figure, only 23% of the students surveyed can access all modalities in their fieldwork placement setting.

Figure 15: Mix of modalities available to students in fieldwork placement settings.



In most settings case work and group work were available to the social work students. Community work however appeared to present the student with considerable challenges, either because the field placement setting did not practise this modality, or because the

nature of community work did not match practical requirements of the UNISA social work qualification.

The Department of Social Work at UNISA favours the community development approach to community work. This approach focuses on grass roots development, encouraging and facilitating rural and city communities to develop themselves either through tapping into their own resources, or where these are difficult to access, through appropriate networking. Despite the fact that South Africa as a nation has espoused a developmental approach to social welfare delivery, data collected for this research indicated that the students were faced with few examples of the developmental approach to service delivery in the field – certainly with regard to community development – as is shown in the preceding figure and the following table. It is possible that the emergence of the new civil servant occupation of CDW (community development worker) tasked with poverty alleviation (discussed under paragraph 2.2.3.1) has eroded access to possible involvement with community development for the student.

Table 9: Nature of community work available to students.

(Percentages based on 70 students, some who gave multiple responses).

Community Development	Skills development	Self development	Community support projects	Programmes	Campaigns	Community projects	None
9	5	1	1	1	7	32	18
12.86%	7.14%	1.43%	1.43%	1.43%	10%	45.71%	25.71%

The answers given by the students were supported by data collected from the supervisors and contact persons as discussed in the following paragraphs.

3.4.5.1 Feedback from Contact Persons

Only 25 % of the contact persons who responded to the survey reported that they practice **community development** in the areas in which they operate. Projects, training, support and awareness campaigns were carried out at the remainder of the fieldwork placement settings.

Projects in some of the settings focused on empowering people, e.g. families of mental health care users and the users themselves, as well as home-based care projects, drop in centres, crèches and garden projects. In addition to this a number of settings offered various forms of **support and training** within communities, e.g. capacitation programmes for CBO's (community-based organisation) community education, empowerment of primary and secondary caregivers, income-generating projects, support groups, feeding schemes, parenting skills training, networking with SAPS (South African Police Services), foster care and victim empowerment programmes.

Campaigns conducted included child protection, drug awareness and HIV awareness. Charity drives are also listed. The answers given by the contact persons to this survey further indicated that **one fifth** of the fieldwork placement settings they represented did not offer any form of community development or community work at all.

The difficulty for the student placed at such an organisation lay in the need to seek another organisation where community development could be practised so that the requirements of the BSW degree could be met – with concomitant time constraints.

The difficulty for UNISA as educator lies in the need for the Department of Social Work to train social work students appropriately, in line with the new social development paradigm, so as to facilitate the processes required to achieve outcomes in line with a people centred developmental policy. A challenging task if fieldwork placement settings do not practise a developmental approach to working with communities!

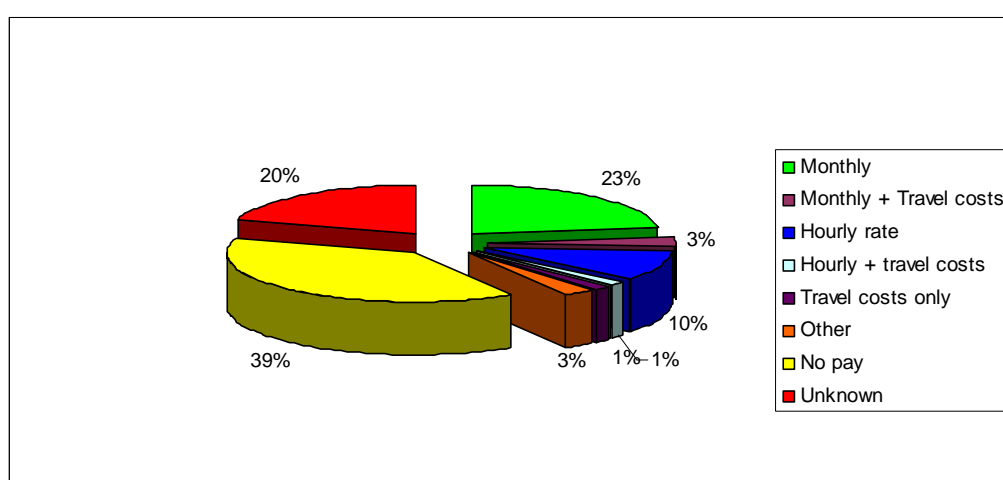
3.4.6 STUDENT REMUNERATION

Many of the UNISA students have traditionally needed to remain employed while they study. For 4th level social work students, employment in an organisation which offers opportunities to complete the practical requirements of the BSW degree would appear desirable given time management issues but, as mentioned earlier, three students did report role confusion difficulties (see paragraph 3.4.1.2) in balancing the need to complete the requirements of their practica with their duties and responsibilities as employee.

Sixty-one percent of students did in fact receive some form of remuneration in their fieldwork placement settings.

The following figure gives the breakdown of student remuneration in terms of monthly or hourly rates. In some instances fieldwork placement organisations paid students' transport costs, either in addition to their monthly or hourly rate, or as the only remuneration. Other forms of remuneration included stipends or once-off payments.

Figure 16: Students' remuneration in fieldwork placement settings



A surprisingly large number (39 %) of the students were **not** gainfully employed, despite that fact only three (4.29 %) students reported being financially challenged. This appears to indicate a shift in the UNISA social work student profile and is somewhat in line with shifts in the general UNISA student profile as acknowledged by Pityana in his speech on the challenges in higher education in distance education:

“Over the past few years there has been a discernible shift in Unisa’s student profile, and we are increasingly the institution of choice for students who have just left school and who cannot afford to study at contact institutions. Numbers continue to grow. This brings with it its own problems in terms of learner support, but it also means that there is a

body of students who are not working, who regard themselves as fulltime students” (Pityana, 2006.)

3.4.7 THE “SELF” OF THE STUDENT IN THE FIELDWORK PLACEMENT SETTING

The students’ experience of their fieldwork placement setting as regards their perceptions of acceptance and belonging – their fit – in those settings discussed in paragraph 3.4.4.2 of this report appeared to have given rise to a number of insightful responses into their own need to change and grow to fit into an organisation. Tolan (2003:6-7) refers to the drive within every person “...towards accepting important experiences into the self-structure, and therefore into awareness ...” and reminds us that the core purpose of the self-structure is to help a person to “fit in”.

While many students indicated that they would like to see professional or personal changes in themselves, a large number of students have in fact indicated no need for personal, professional or any other change to fit into their fieldwork practice settings. Apart from the need for professional and personal growth ten percent of 4th level social work students indicated that they lack self confidence in the field. A limitation of this survey is that there was no exploration of the impact of personal growth areas on effective utilisation of the practicum, nor is there any clear indication of whether there was a link between the nature of the fieldwork placement setting and the social work student’s professional growth in social work skills. This could indicate an area for further research.

The following table groups the students into themes of change they indicated they required to achieve fit with the fieldwork placement setting, and ultimately social work practice.

Table 10 : Personal changes in students for better fit with fieldwork placement.
(Percentages based on 70 students, some who gave multiple responses).

Area of change	Number of students	Percentage of students
Personal discipline	1	1.43
Professional growth	16	22.86
Self confidence	7	10.00
Personal growth	15	21.43
Ownership	1	1.43
Interpersonal relationship skills	3	4.29
Time management skills	3	4.29
Financial resources	1	1.43
None	26	37.14

3.4.8 THE PROFESSIONAL “SELF” OF THE CONTACT PERSON

As discussed in Chapter 2 of this research report a contact person has a significant role to play in the familiarisation of the 4th level social work student with practice. He or she is in effect the gateway to skills application for the student and is also mentor in what is as yet unknown territory for the student. Yet many of our students listed the lack of contact between UNISA and their contact person, rendering the contact person ineffective or

confused about their role in the placement setting, as one of the difficulties experienced in the field. This has been recorded in Table 7 (Page 79).

Their experience was corroborated somewhat by some contact persons who listed misunderstandings about role and responsibility of the contact person vis a vis the student and the need for students to take the initiative for themselves.

Contact persons in fieldwork placement settings are not always social workers. As we have noted from the data collected, this can challenge students in the execution of their practicum. The following table indicates the occupational background of the contact persons involved with 4th level students. As can be seen one third of the respondents were not social workers.

However the other two thirds were experienced and/or well qualified social workers active in the field. As such they represented a potentially available resource for the UNISA social work students. Currently this resource appears to be under-utilised due to what appear to be administrative difficulties with placement issues.

Table 11: Professional and personal particulars of contact persons.

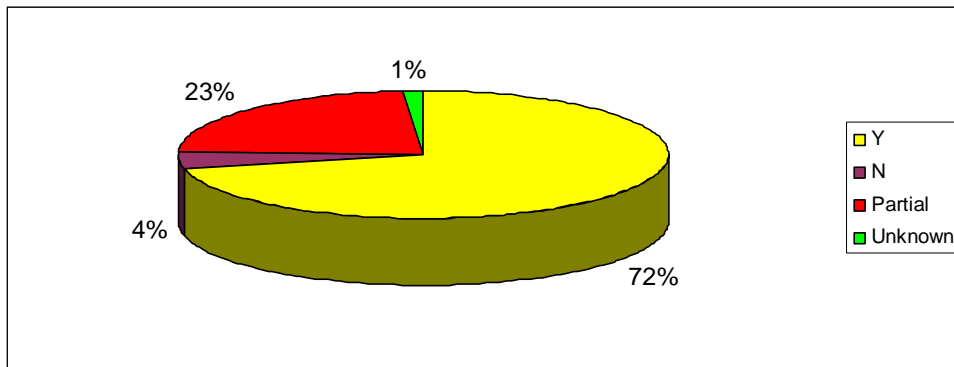
Occupation of contact person	Date qualified	Postgraduate qualifications	Gender
<i>Operations manager</i>			female
Senior social worker	1964	Honours	female
<i>Learning support educator</i>			male
<i>Co-ordinator</i>			female
School social worker	2004	MA (SW)	female
Chief social worker	1965	Diploma in Marriage and Trauma counselling	female
Social worker	1989	D(Phil)	female
Director	1985		female
Assistant social work manager	1981		female
<i>School headmaster</i>			male
Deputy manager social work services	1992		male
Social worker	1996		female
Principial social worker	1998	Play therapy, management, research theory	female
<i>Psychologist</i>			female
<i>Head of Department Guidance</i>			female
<i>Guidance Counsellor</i>			female
Social work manager	1988		female
Senior social worker	2000		female
Senior social worker	1999		female
Manager social work training and development	1993		female
Social worker	1999		female

3.5 STUDENT SATISFACTION WITH UNISA

In this research report positive and negative aspects of the **fit** between the student the UNISA curriculum and support – in the person of the supervisor – and the fieldwork

placement setting have been discussed. Despite many difficulties experienced by UNISA's 4th level social work students in the execution of their practica, they have responded positively with regard to their satisfaction with their alma mater UNISA. Seventy two percent of the students were satisfied with their UNISA training, twenty-three percent were partially satisfied and four percent were dissatisfied.

Figure 17: Satisfaction of social work students with UNISA training



This would appear to indicate that UNISA has read the current South African welfare and social development scenario reasonably well and is equipping their students with largely relevant skills.

3.6 SUMMARY

In analysing the data collected in this survey, the researcher has attempted to “hear” the different voices speak the truth as they saw it about the issues raised. The data from the students’ questionnaires was taken as central and data from the UNISA supervisors and contact persons was used to gain more than one view of the aspect under discussion. One voice not heard was that of the faculty in general and the UNISA fieldwork placement administrators in particular. As such there is a vacuum in this research, which could be remedied by other researchers.

The low return of questionnaires from the UNISA supervisors has rendered the data obtained from that source somewhat less reliable; however much of what was gleaned was corroborated by either the students themselves or from the responses of the contact persons.

Some of the data from this research was shared in July at a planning meeting of the faculty of the Department of Social Work at UNISA, Pretoria. The outcome of the transmission of information or its usefulness to the faculty was not known to the researcher at the time of writing.

CHAPTER 4

REFLECTIONS AND CONCLUSIONS

4.1 REFLECTIONS

In this research the **fit** between personal context, learning context and work context has been surveyed by attempting to hear the voices of the role players: student, supervisor and contact person within the context of the South African welfare delivery system and guided by the UNISA BSW curriculum – knowledge and skills. It has been necessary to hear those voices in collecting the data. They have contributed to a glimmer of understanding at what this fit looks like from the researcher's perspective.

Despite the input of the various role players this research does not represent a social construction of truth at this moment in time as there has been no dialogue. After all, as Schenck (2002:15) indicates: "Reality is socially constructed between/among people who give meaning to the realities they create." That is the post-modern view.

4.1.1 MOTIVATION REVISITED

The motivation for this research was to explore the current landscape of the 4th level students' practica to identify blocks or obstacles to their professional development and the seeming lack of clarity around roles and responsibilities. The data gathered did indeed highlight these and other problems. The conclusions drawn from the data

analysed are the researcher's own, the recommendations come from the voices of all the role players but one – the academic staff of UNISA involved in fieldwork placement. This is undoubtedly a shortcoming which further research would do well to pursue.

4.1.2 GOALS AND OBJECTIVES REVISITED

In paragraph 1.3.1 and 1.3.2 the goal and objectives of the research were to simply explore the work context, personal context and learning context from the view points of the various role-players and to think about what the data gathered indicated about the fit between these contexts. This has been done, although less attention has been paid to the personal context of the student, other than in relation to the practica. The focus of the personal context is that of a fellow researcher (Lintvelt).

The data gathered is in excess of a research study of this limited nature (See appendixes 1-7). Choices needed to be made about the focus of data analyses: the UNISA 4th level social work student became the hub of the research, the spokes being the contact person and the supervisor – their data being used to examine themes emerging from the students data regarding “fit” more closely.

4.1.3 VALUE OF THE RESEARCH REVISITED

In looking at the value of the research in paragraph 1.3.1 of this report, it was noted that one of the aims of research could indeed be to propose action. It is hoped that some of

the recommendations that follow on the conclusions will be found of use in ensuring that the experience of practica is not only growth promoting for the student, but also beneficial for the hosting fieldwork setting – that some of the difficulties arising out of the lack of clarity around roles and responsibilities will be ironed out.

4.2 CONCLUSIONS

4.2.1 WORK CONTEXT – BRICK BATS AND BOUQUETS

Analysis of data regarding the work context leads to the following conclusions. There is:

- a) **Lack of clarity around role and responsibilities of students**
 - b) **A multi-verse of difficulty to overcome in fieldwork placement settings**
 - c) **Difficulty in accessing community development in line with the developmental approach**
 - d) **Lack of clarity regarding the role and responsibility of the contact person**
 - e) **Additional growth opportunity offered in fieldwork placement settings for social work students.**
- a) As postulated, a lack of clarity around role and responsibilities of students in fieldwork placement settings emerges as a repetitive theme from the thematically organised data of all three types of respondents. While this is not unusual, as indicated in the literature review quoting Rothman (2000:186), this does have serious implications for the student, often delaying the application of skills in practice (i.e. case work, group work, community development) and putting undue pressure on the student to complete requirements of practica in the given time.

- b) Supervisors and students are in accord regarding the type and frequency of obstacles experienced in the fieldwork placement settings. A multi-verse of difficulty is recorded by many of the supervisors and the students as can be noted in Figure 13 in the previous chapter. However, the unsuitability of a setting for practica is an issue raised by very few students (see Tables 7 and Table 8), despite indications that students' expectations are not well met in the fieldwork placement settings. It is encouraging to note that the 4th level students manage to a large degree to integrate into their fieldwork placement settings even though difficulties are encountered!

Furthermore they indicate overwhelmingly the desire to remain in the profession, even though they are grappling with many difficulties in field placement settings, including few students being offered the correct mix of social work modalities for optimal completion of practica tasks (Table 15 refers), no matter where they are placed (Figure 10).

- c) Community development in line with the developmental approach as preferred by UNISA in particular appears to be very difficult to access. This is corroborated by the responses from the contact persons who report very little community development in their fieldwork placement settings, although other forms of community work are available in some of the other settings. The student is therefore often required to find the necessary practical work elsewhere, or settle for other modes of community work (see Table 9). It is possible that the emergence of the new occupation of CDW (community development worker), as discussed in the literature review and the

presentation of the data with reference to Schenck (2006) and Makofane (2007), has had an impact on the availability of small scale community development initiatives.

- d) There is also a lack of clarity regarding the role and responsibility of the contact person. One contact person reported the confusion surrounding the person responsible for the student's supervision – the fieldwork placement setting or the UNISA supervisor. Many students referred to the lack of availability of contact persons as mentors in the field to the point where students were impeded in meeting the practical requirements of the degree course. This theme was backed by the responses of their supervisors. The researcher is of the opinion that this confusion could create a vacuum, impacting negatively on the students' clients, and could potentially put the student and the fieldwork placement setting at risk of unethical or unprofessional conduct. There is a need to put some more effective administration and control measures in place. This is discussed further on in this report.
- e) As regards professional development opportunities within the settings (Figure 9), most of the fieldwork placement settings offer additional growth opportunities for social work students and their own staff. However there is no indication as to what extent the students utilise opportunities within the fieldwork placement. Professional development for the student is also enhanced by the work experience and qualifications of the contact persons. This is of a high standard (Table 11 refers) and if accessed differently may become a much more valuable and available resource to the students.

4.2.2 BRIDGE BETWEEN WORK, LEARNING AND PERSONAL CONTEXT – THE SUPERVISOR

Analysis of data regarding the “bridge” between the three contexts leads to the following conclusions. There is:

- a) Lack of contact between the supervisor and the fieldwork placement setting**
 - b) Lack of consistency in the management function of supervision.**
- a) The lack of contact between the supervisor and the fieldwork placement setting leads to misunderstandings regarding reporting lines for the student. It can also create animosity between the placement setting and the University leading ultimately to a refusal to accept UNISA students.

Supervisors have indicated that they contact the organisation if something needs to be sorted out. Fifteen out of 70 students required the UNISA supervisor to intervene in the fieldwork placement setting. The researcher is of the opinion that communicating with a contact person or organisation only when there are problems does not enhance the relationship between the role players, nor does it enhance the milieu the student depends on for professional growth opportunities. As Rothman (2000:186) says: “When problems come up in field placement, students find themselves immediately up against some important questions: how will this problem, and any actions I take, impact upon my field work placement? Upon my relationship with my field instructor? Upon my evaluation? ...”.

- b) It would seem that there is insufficient networking between the three pillars necessary for the professional development of the student, i.e. the university, the fieldwork placement and the UNISA supervisor, or even between the 4th level social work student and the contact person or supervisor regarding any form of training needs analysis for each individual student.

4.2.3 LEARNING CONTEXT – IS THERE A FIT BETWEEN CURRICULUM AND NEEDS OF THE MARKET PLACE?

Analysis of data regarding the learning context leads to the following conclusions. There is:

- a) Satisfaction with UNISA training in most respects**
 - b) A need for report writing skills**
 - c) A need for training in statutory work**
 - d) A need for more in-depth training in working with children**
 - e) A need for fluency in English and an African language**
 - f) Very little discomfort with PCA in the fieldwork setting.**
- a) Most of the students indicated satisfaction with their training at UNISA (Table 17); only one student felt under-trained for fieldwork. Overall UNISA supervisors who supervise students from other universities, as well as the contact persons in their field placement settings, judged UNISA students highly on skills and attitudes, indicating

that they are professionally ready to enter fieldwork placement settings after passing 3rd level social work studies at UNISA

- b)with the exception of writing reports. A supervisor did draw attention to the poor quality of report writing. The researcher herself was concerned at the low levels of English literacy evidenced in the completed questionnaires, which will impact on the ability to write accurate and readable reports.
- c) However students, contact persons and supervisors indicated the need for greater knowledge and skills regarding statutory social work. As already stated in this report, one of the required outcomes of the BSW degree is knowledge of the acts governing the profession and legislation regarding statutory work. While these are explored in the course, this appears to be insufficiently so for current needs to apply this knowledge practically. Given some of the responses to the survey regarding students' lack of knowledge in the field of statutory social work, the researcher wonders whether some of the contact persons are unaware that student social workers may not sign off court reports.
- d) A large number of students indicated a need for more training in working with children. If one examines Figure 11, which shows the various areas of social work service in which the students are engaged during their practica, one cannot help but notice that working with children predominates. The students need to be equipped more fully in communicating with children.

- e) In examining the tables recording data on languages used in the organisations for service delivery, it becomes apparent that if social workers are to meet the social needs of South Africa's citizenry it is necessary to be able to communicate in more than one language. Given the demographics of South Africa, one of these languages would need to be African.
- f) One of the concerns of the researcher, and also one of the motivating factors for this research, was about the applicability of PCA to the requirements in the field. This did not appear to be a stumbling block at all. Where dissatisfaction was recorded, it was either site specific (a different orientation in the fieldwork placement setting) or voiced by supervisors and contact persons who opined that students would fare better with more theories to draw on. PCA in casework, group work and community development aligns well with the developmental approach espoused by South Africa's social welfare system. There are some concerns that change to this orientation is not yet widespread, leading to some obstacles for students in the field.

4.2.4 PERSONAL CONTEXT

Analysis of data regarding the personal context leads to the following conclusions. There is:

- a) Support for the student within their families**
- b) A need for individual personal growth**
- c) A need for greater computer literacy**

d) Access to counselling services.

- a) There is generally support for the students in their families. This is all the more important for a distance education student.
- b) Many students expressed personal and professional battles with various aspects of personal and professional growth needs, which they identified – showing an ability to reflect on themselves in their different contexts.
- c) Most strongly expressed on the professional development side was the need for growth in professional social work skills, but also for a practical skill i.e. computer literacy.
- d) Of interest was the students' expressed need for counselling services, either to deal with their own issues, or to experience counselling in the role of client. Social work training, by its very nature, evokes unresolved issues in the students' own life. If not dealt with these issues could impact on the 4th level student's ability to offer effective services to clients.

4.3 RECOMMENDATIONS

The researcher has attempted to narrow down recommendations to the most pertinent.

They flow from the conclusions and the responses to some of the questions posed to all

respondents to the survey. The recommendations will be divided into the three contexts; inevitably some of these may be omitted from this report.

4.3.1 WORK CONTEXT (SUPERVISOR, STUDENT AND CONTACT PERSON)

Given the lack of clarity around roles and responsibilities of students in the fieldwork placement settings, the difficulties experienced and the need for supervisors to intervene, it would appear that administrative matters require fine-tuning. It is recommended that:

- Two structured workshops be held per year with all academic and administrative staff (including regional co-coordinators) involved with the practica of 4th level social work students, as well as contracted contact persons and UNISA supervisors to explore and iron out some of these difficulties documented in this research report, to orient contact persons thoroughly on roles and responsibilities of students, supervisors and themselves as mentors and to explore their ideas on how they can assist the student to develop.
- Ongoing surveys of this nature to be initiated and linked to renewal of contracts and updating of personal particulars of supervisors so as to ensure completion and return of the questionnaires. This is one way for UNISA to remain aware of the changes in the local social welfare field and the changing needs for service delivery. This would inform the academic staff about changes needed in the BSW curriculum.

- CPD (Continuing professional development) points to be offered as an incentive to contract persons and UNISA supervisors to attend these workshops and complete and return the questionnaires in these annual (or bi-annual) surveys.

The importance of functional team work between the contact person in the fieldwork setting, the UNISA supervisor, UNISA and the student cannot be underestimated. More networking is indicated to monitor the students' professional development. The researcher is of the opinion that the following recommendations will assist in this respect:

- The 4th level social work student to draw up a formal training needs analysis (Appendix 8) together with the contact person in the fieldwork placement setting during orientation week and bring a copy to the UNISA supervisor for discussion and elaboration, thus allowing for site specific skills and difficulties to be acknowledged. This will be updated at least twice at subsequent meetings during the year with the contact person and the supervisor, requiring telephonic contact between the two. The training needs analysis with updates to form part of the student's portfolio.
- Regional coordinators to meet with contact persons and students at least once during the year at the fieldwork placement to evaluate the fit and suitability of the setting and professional development opportunities for the student. At this meeting the student would present his/her log book detailing activities undertaken in and any issues for discussion about the placement setting.

4.3.2 LEARNING CONTEXT (STUDENT, CONTACT PERSON, SUPERVISOR)

Fourth level students seem to be overwhelmed during orientation week at their field placement settings and unsure of how to proceed. Often valuable time is lost. It is as important to ensure the student is prepared for the field as it is to prepare the work and learning context for the student.

Quite apart from the training needs assessments required for every supervisee, students should be encouraged to sign contracts with the fieldwork placement setting which spell out the organisation's expectations as well as the students. The researcher sees this requirement as a good learning opportunity for negotiating work contracts in the future. It also may manage the huge diversity in time spent by students in their placements.

Other recommendations in this context include:

- If possible, 3rd level UNISA social work students to accompany 4th level students as observers to orientation week, and to write an assignment on that experience for the management module, together with all addenda required, i.e. annual report, mission statement etc. In this way, they will familiarise themselves with a field work placement setting earlier, and they can concentrate on meeting the requirements for their practica in 4th level studies timeously. An alternative would be to encourage volunteerism at 3rd level social work studies.

- UNISA to explore the possibility with SACSSP and NQF of including a practical computer skills course as one of the modules for the degree, including a word package and a Microsoft excel package or similar. This may assist with report writing.
- UNISA to consider encouraging students who do not have an African language to include one module of an African language in their curriculum.
- UNISA to consider creating their own community development programme manned by 3rd year, 4th year and Master's students, possibly by offering ongoing services to schools (partner with government departments, i.e. Department of Education and Department of Social Services) and managed from the different learning centres by facilitators/site officers.
- UNISA supervisors, whether new or experienced to be familiarised at the beginning of each year as to the expectations of UNISA, the required learning outcomes of the practical work, and the need to maintain close (telephonic or physical) contact with the contact persons of the supervisees.
- During students' five day block practical at the placement setting supervisors to meet or have telephonic contact with the organisation and the contact person within the organisation to explore the students' training needs assessment (Appendix 8). This training needs assessment will then form the basis for the

student's learning contract, the focus of which is practice knowledge and skills. After four weeks in the field, the training contact outlining the goals and objectives for professional growth will need to be drawn up and signed by three parties: student, supervisor and contact person.

4.3.3 PERSONAL CONTEXT (STUDENT)

Many of the respondents to this survey have expressed a need for ongoing personal growth or counselling. It is possible that this is a requirement of students at 2nd and 3rd level too. The researcher therefore recommends that:

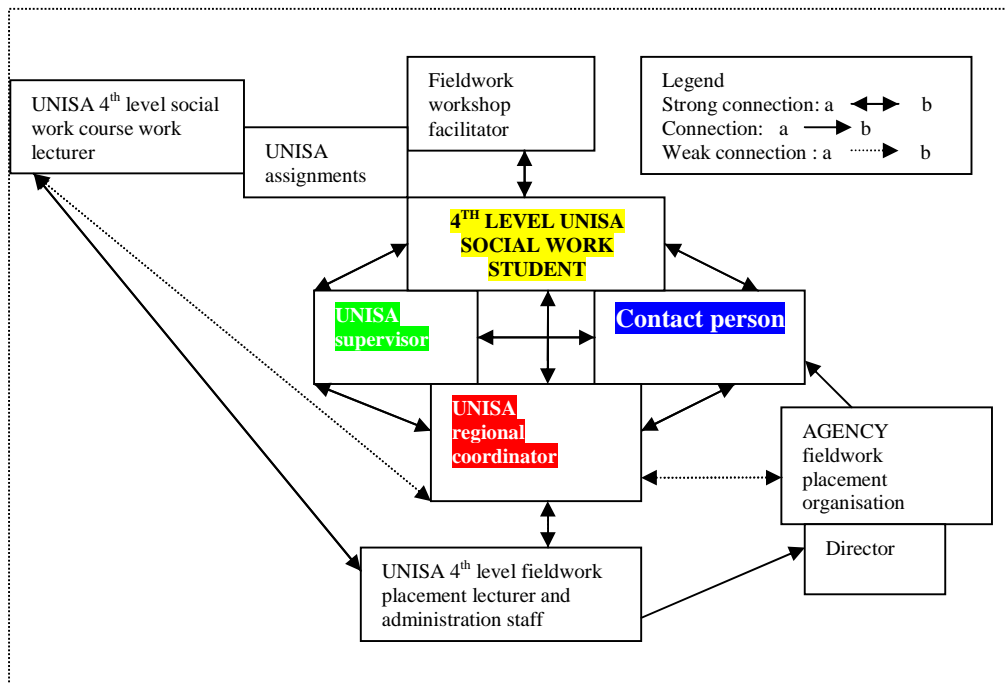
- Personal growth groups be offered to social work students at 2nd and 3rd level to be run by final year BSW students or masters students.
- UNISA social work students by the very nature of their own training often man the student counselling services at UNISA, which is therefore not seen as a safe resource for them. The department needs to consider other ways to enable students requiring counselling to be assisted.

4.4 RECOMMENDED COMMUNICATION LINES FOR FIELD PLACEMENT

Professional development of the 4th level UNISA social work student during the practica depends to some extent on the attitude and willingness to risk of the student, but to a far greater extent, as has been concluded in the research, on the facilitative environment

provided by those responsible for ensuring optimal training and professional development conditions. Creating a non-threatening environment, with ample access to personal and professional growth opportunities and one that is not without its challenges, needs to become the aim of all the role players. The researcher envisages the following:

Figure 18: **Diagrammatic illustration of recommended lines of interaction between role players directly involved in the professional development of the 4th level UNISA social work student.**



If compared with the figure shown in the first chapter of this research report (Figure 1), it becomes obvious that the changes have been made in line with the recommendations from all three voices surveyed, providing a strongly professional and personal growth oriented milieu for the 4th level student social worker. It is also possible that variations in assessment due to individual differences in applying assessment criteria may be somewhat evened out.

Before the completion of this research report the Department of Social Work at UNISA had already taken steps to improve on communication with all role players involved in 4th level social work student practica. To this end more regional co-ordinators have been appointed and the roles and responsibilities of the role players are in the process of being re-examined.

4.5 FURTHER OPPORTUNITIES FOR RESEARCH

Since finding fit is a reflective process, the researcher believes that conducting focus groups on the outcome of this research would be useful.

Also, engaging in this study alerted the researcher to many potential areas for further research. In chapter three of this research report attention has been drawn to these throughout the discussion. However the most significant opportunity for research would include surveying past students on how they found fit between their UNISA training and actual social work practice. This could become a longitudinal study.

It is equally important to conduct a survey of this nature every other year so that UNISA is able to remain alert to changes in the welfare delivery sector, the changing needs of society – the recipients of social work services - and therefore the changing training needs of the social work student.

Finally, in the light of South Africa's focus on social development and upliftment, it is surprising to note how few social work fieldwork placement settings are actively involved in community development, as understood from the developmental approach. This signifies an area for exploratory or explanatory research.

BIBLIOGRAPHY

1. Abels, P. (ed) 2005. Distance education in social work: planning, teaching and learning. New York: Springer Publishing Co, Inc.
2. Bailey, K D. 1987. (3rd edition.) Methods of social research. New York: The Free Press.
3. Babbie, E R. 1998. (8th edition.) The practice of social work research. Belmont:Wadsworth.
4. Botha, N J. 2000. Supervision and consultation in social work. Bloemfontein: Drufoma.
5. Barsky, A E. 2006. Successful social work education: a student's guide. Belmont: Thomson Wadsworth.
6. Breakwell, G.M., Hammond, S., Fife-Shaw, C. (eds) 2000. (2nd edition). Research methods in psychology. London:Sage Publications.
7. Collins, KJ., du Plooy, GM., Grobbelaar, MM.,Puttergil, CH.,Terre Blanche, MJ., van Eeden, R., van Rensburg, GH., Wigston, DJ. 2002. Research in the social sciences: only study guide for RSC201-H. Pretoria:University of South Africa.
8. Corey, G., Corey, MS., Callanan, P. 1998. Issues and ethics in the helping professions. Calif.: Brookes & Cole Publishers.
9. Cournoyer, B.R., Stanley M.J. 2002. The social work portfolio: planning, assessing and documenting lifelong learning in a dynamic profession. Pacific Grove: Wadsworth Group.
10. Doel, M., Shardlow S., Sawdon, C., Sawdon, D. 1996. Teaching social work practice: a programme of exercises and activities towards the practice teaching award.
11. Du Toit, A.S., Grobler, H.D., Schenck C.J. 2001. Person-centred communication : theory and practice. Cape Town: Oxford University Press.
12. Epston, D., White, M. 1992. Experience contradiction narrative & imagination. Adelaide : Dulwich Centre Pulications.
13. Ford, P.F., Hayes, P. (eds) 1996. Educating for social work: arguments for optimism. Hants: Avebury Ashgate Publishing Ltd.
14. Gardiner, D. 1989. The anatomy of supervision: developing learning and professional competence for social work students. Milton Keyes: SRHE & Open University Press.

15. Glezakos, A. 2005. The tribulations and rewards of distance education teaching. In Abels, P. (ed) 2005. Distance education in social work: planning, teaching and learning. New York: Springer Publishing Co, Inc.
16. Jacobs, J.S. 2007. Speech at social work consultative lekgotla on launch of south african association of social workers. <http://www.dsd.gov.za/dynamic/dynamic.aspx?> (accessed 6 October 2007).
17. Kizita, R. 2006. The future is not so bleak: challenges with recognition of prior learning (rpl) systems and processes at the university of south africa (UNISA). Progressio: South African Journal for Open and Distance Learning Practice. Volume 28 (1 & 2):126.
18. Konle, C. 1982. Social work day to day: the experience of generalist social work practice. New York: Longman Inc.
19. Makofane, M.D.M. 2007. Demarcation of social services: professionalisation and specialization. Research report for SACSSP and Department of Social Development.
20. Makofane, M.P. 2007. Untitled conference report from CDW district coordinator limpopo province. From: http://www.dpsa.gov.za/cdw/books/conference_report_2007.pdf (accessed 12 December 2007).
21. Makondo, M.G., van Biljon, R.C.W. 2002. Social work management: the social worker as employee and manager. Only study guide for SCK408-H. Pretoria: University of South Africa.
22. Marlow, C.R., Boone, S. 2005. Research methods for generalist social work. Belmont: Brooks/Cole Thomson Learning.
23. O'Hara, A. Weber, Z. 2006. Skills for human service practice: working with individuals, groups and communities. Melbourne: Oxford University Press.
24. O'Neil, M.A. 1992. The development of professional values in social work students. Unpublished D.Phil. dissertation. University of South Africa.
25. Pityana, N.B. 2007. Address on the occasion of the official opening of the academic year 2007. From: <http://www.unisa.ac.za/contents/about/principle/docs/CommencementAddress2007.pdf> (accessed 13 November 2007).
26. Pityana, N.B. 2006. Work integrated learning in a comprehensive distance education. From: <http://www.unisa.ac.za/contents/about/principle/docs/WILSASCESpeech.pdf>. (accessed 13 November 2007).

27. Pityana, N B. 2005. NB Pityana Inaugural speech: prof pityana speaks straight from the heart. From: Unisa Online. <http://www.unisa>(accessed 13 December 2007).
28. Pityana, N.B. 2002. Address on the occasion of inauguration as principal and vice chancellor of UNISA. From: <http://www.unisa.ac.za/default.asp?=&ViewContent&ContentID=15591>(accessed 11 October 2007).
29. Raymond, F B. 2005. The history of distance education in social work and the evolution of distance education modalities. In Abels, P. (ed) 2005. Distance education in social work: planning, teaching and learning. New York: Springer Publishing Co, Inc.
30. Rogers, C.R. 1987. Client-centred therapy: its current practice implications and theory. London: Constable
31. Rothman, J. C. 2000. Stepping out into the field : a field work manual for social work students. Allyn & Bacon : Boston.
32. Rubin, A., Babbie, E. 1993. (2nd edition.) Research methods for social work, Pacific Grove: Brooks/Cole Publishing Company.
33. Reason, P. 1994. Participation in human inquiry : research with people. London : Sage Publications.
34. SAQA QUAL ID 23994 Bachelor of Social Work.
35. SACSSP. 2007. (2nd edition). Policy guidelines for course of conduct, code of ethics and the rules for social workers.. Pretoria: SACSSP.
36. Schenck, CJ. 2002. Case work: working with families: Only Study guide for SCK401-A. Pretoria: University of South Africa.
37. Schenck, CJ. 2006. Light at the end of the tunnel for beleaguered rural social workers. In Research-lay-out, 2006, UNISA research report. From: <http://unisa.ac.za/contents/research/docs/research-lay-out.pdf> (accessed 15 November 2007).
38. South Africa. Department of Social Development. (s.a.) Integrated service delivery model: towards improving social services. Pretoria: Government Printer.
39. Shardlow, S.M., Doel, M. (eds). 2002. Learning to practice social work: international approaches. London: Jessica Kingsley Publishers Ltd.
40. Tolan, J. 2003. Skills in person-centred counseling and psychotherapy. London: Sage Publications Ltd.

41. Tyson, K. 1995. New foundations for scientific social and behavioral research: the heuristic paradigm. Needham Heights: Allyn and Bacon.
42. UNISA (University of South Africa) Department of Social Work. 2006. Education and training: departmental brochure. Pretoria.
43. van Delft, W. 2002. Social work research: theoretical background for doing the research project in social work. Study guide for SCK409-J. Pretoria: University of South Africa.
44. Wait, W.C. 2006. Conduct outcomes-based assessment: training manual. Corporate Assessment Solutions (Pty) Ltd.
45. Watson, F., Burrows, H., Player, C. 2002. Integrating theory and practice in social work education. London: Jessica Kingsley Publishers Ltd.

APPENDIX 1

STUDENTS' QUESTIONNAIRE

Your number:

May 2007.

Dear Student

Earlier in the year you completed a questionnaire designed to investigate your **personal context**. Thank you for taking the time to respond to that first questionnaire. The information you have provided so far will be very valuable to us in understanding our social work students more fully.

You will be asked at some stage to take questionnaires investigating the **work context** to your contact person in your placement setting. Once those questionnaires have been completed, you will be expected to return them to your supervisors, who will forward them to UNISA.

Your experience of your **practical placement** and whether you believe that your studies at UNISA have equipped you for your social work setting is the **focus of this questionnaire**. As you know, it is UNISA's aim to ensure that you receive theoretical and practical training designed to enable you to grow into an efficient, effective and ethically competent entry level social worker once you finish with your studies. Your responses are therefore very important to us.

When you filled in your **personal context** questionnaire at the beginning of the year, you were given the number of your questionnaire. Please fill this number in the open box at the top of the first page of this questionnaire. If you do not have the number anymore we still need you to complete this questionnaire, because the information you give us will add to our understanding of the requirements of our students in the work place.

Please take your time and try to be as **thorough, accurate** and also as **honest** as possible. Remember that this information will help us to meet the requirements of our students (as future social workers), the requirements of the practice settings (as your future employees), and the requirements of UNISA (as the training provider), thus helping all future undergraduate and postgraduate students at the Department of Social Work at Unisa.

- Please fill in all the dark sections
- Where you have to choose, please mark your choice with a cross
- Where not applicable, indicate as:
- **Please read all questions carefully**

Thank you once again for participating in this research. Together we can ensure that your training meets your needs, the needs of your future employers and the academic needs of the social work profession.

Kind regards

GWYNNE LAWLOR

Registered Social Worker and UNISA MA Student.
(083) 2299984



PRACTICAL WORK SETTING

IDENTIFYING PARTICULARS

1. Are you male or female?

Male	
Female	

2. What is your year of birth?

3. To which race group do you belong?

Black	
Brown	
Indian / Asian	
White	

4. What is your home language?

WORK SETTING PARTICULARS

As a student you are placed in a social work setting to complete the practical requirements of the social work degree. The following questions are about the setting in which you have been placed.

Tell us about the organisation and remuneration of students:

5. In which type of social work setting are you placed for your practical work?

Type of setting	Mark please	Name of organisation
Non Profit Organisation (NPO)		
Dept of Social Development		
School		
Other		

6. Are you remunerated by the practice setting?

Yes	
No	

7. If **YES**, please give details (You may mark more than one):

Hourly rate	
Monthly rate	
Once off honorarium	
Travelling cost	
Other (give details)	

Tell us about the social work services at the organisation:**8. Target population:**

Which type of community does the organisation target?	Rural	
	Town	
	City	
On which group(s) does the organisation mainly focus? (You may mark more than one)	Children (0 – 12)	
	Children (0 – 18)	
	Adolescents	
	Adults	
	The elderly	
	Couples	
	Parents	
	Families	

9. What are the main issues addressed by the organisation? (Please mark all that are applicable.)

Financial need	
Physical abuse	
Sexual abuse	
Child neglect	
Foster Care	
Rebellious teenagers	
Substance dependency	
Marital problems	
Custody of children	
Mental health	
Statutory work	
Other (give details)	

10. Which methods of social work are carried out at your practice setting? (Please mark all that are applicable.)

Case work with:	
Children	
Adolescents	
Adults	
The elderly	
Couples	
Parental	
Families	
Group work:	
Educational	
Supportive	
Therapy	
Community development: (Please describe the nature of community work / development)	

--

11. In which languages are services delivered?

Afrikaans	
English	
Isi-Xhosa	
Isi-Zulu	
Shi-Venda	
Se-Pedi	
Se-Tswana	
Other (which ones?)	

12. Which of the following opportunities for development are offered to you as students by the practice setting? (Please indicate frequency, i.e. whether daily, weekly, monthly, etc)

	Please mark	Frequency
Case conferences		
Group supervision		
Individual supervision		
In-service training		
Mentoring*		
Other (give details)		

(* Where you have been assigned to a senior social worker to familiarise you with the work and/or practice setting)

13. Please tell us about the difficulties you experienced in the practice setting (Please elaborate.)

14. Were there any language difficulties in the practice setting?

Yes	
No	

If YES, please explain. Also describe how you dealt with it.

15. Does the practice setting live up to your expectations and ideals?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Please explain why you said either YES or NO.

16. How do you experience the interpersonal climate in the practice setting?

17. Do you feel you belong in your placement setting?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

Please explain why you said either YES or NO.

18. What would you want to change about your practice setting?

19. What would you want to change about your self to fit into the practice setting?

20. What do you think UNISA could change to help students fit into practice settings?

21. After exposure to this social work setting do you still want to work in the social work field?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

22. Describe a typical day in your life as a student in your practice setting.

23. Is your family supportive of the demands of your placement setting?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

If **YES**, explain how / If **NO**, discuss obstacles

24. What else do you think we need to know about your practice setting?

PROFESSIONAL SKILLS PARTICULARS
--

25. Did you find that your Unisa training over the past three years equipped you to meet the demands of the practical setting?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>
Partially	<input type="checkbox"/>

If **YES**, describe what in the curriculum proved most effective to you in the practice setting.

If **NO** or **PARTIALLY**, please tell us what information or training would have been useful to you before entering your practice setting.

Was there anything in the last three years you consider irrelevant to the work you are doing in your practice setting? Please describe.

26. What is your understanding of ethical practice in your practice setting? Please illustrate with examples from your observations in the work place.

27. Would computer skills training in your first/second/third year have been a

Yes	<input type="checkbox"/>
-----	--------------------------

necessary part of the curriculum for fourth year social work students?

No	

Please explain your answer.

28. Would you see personal counselling for you as a student as important to your development and training as a social worker?

Yes	
No	

Please explain your answer.

29. How do you want to be different at the end of your final year of training as a social worker?

30. Please add anything you feel you would like to tell us about yourself as a student, your practical work or your interactions with the Department of Social Work at UNISA.

We really want to thank you for your participation in this research.

APPENDIX 2

SUPERVISORS' QUESTIONNAIRE

May 2007

Dear Supervisor,

We are striving to render the best possible social work training to our students at UNISA to ensure that they graduate as efficient, effective and ethical social workers once they finish their studies!

In order for this to become a reality, we need to know how you experience our students in the supervision groups you run, and how in your opinion, we can improve our curriculum to suit the requirements of the practical work settings in which our social worker students are placed.

We need to gain information on four things one of which, the blocked section, is the focus of this questionnaire.

:

- The nature of our social work student population – we have investigated their **personal context** earlier this year.
- The practice settings of social workers and the expectations these settings have of newly qualified social workers, as well as the expectations the settings have of our own fourth year UNISA students placed there for the completion of the practical component of the BA (SS) –
- The students' experience of their practical placement and whether they felt equipped for that social work setting – we are investigating this as one part of the **work context** at the moment.
- **The fit between the present curriculum (learning context), the student and the requirements of the practice setting – which we will be able to assess once we have information on the above four points, as well as feedback in the form of this completed questionnaire from you, the supervisor.**

We would be very grateful if you could help us with this task by completing the following questionnaire. This is **not** a lengthy questionnaire, but, **please** give us in-depth answers based on your own experience.

- Please fill in all the dark sections
- Where you have to choose, please mark your choice with a cross
- Where not applicable, indicate as: N/A

Thank you once again for participating in this research. Together we can ensure that our training meets the needs of the students, their future employers, their future clients and the academic needs of the social work profession.

Kind regards

GWYNNE LAWLOR
Registered Social Worker and UNISA MA Student
(083) 2299984

WORK CONTEXT

Identifying Particulars of Supervisor:

1. What is your designation? (e.g. Manager, Senior Social Worker etc.)

--

2. Date qualified as a social worker?

--

3. Are you male or female?

Male	
Female	

4. Do you have any post graduate qualifications in social work?

Yes	
No	

5. If Yes, please describe below:

--

Work Practice Experience

6. What type of settings have you worked in?

Type of setting	Mark please	Name of organisation
Non Profit Organisation (NPO)		
Dept of Social Development		
School		
Hospital		
Other		

7. Are you still a practising social worker ?

Yes	
No	

If YES, please give details (You may mark more than one):

Full time	
Part time	
Sessional	
Private Practitioner	
Other (give details)	

8. Which of the modalities do you/did you practice primarily?

Case work	
Group work	
Community Development	
If you have practiced Community development, was it in line with UNISA's community development practice theory. If not, has it been difficult to support the students through the process? Explain in your own words.	

09. Did you have supervisory experience prior to being appointed as a supervisor to UNISA social work students?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

10. If yes, please describe your supervisory experience?**11. Does your theoretical stance differ from that of the Person Centred Approach adopted by UNISA?**

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

12. If yes, please indicate whether you experience any difficulties in applying and promoting PCA in supervising the students?

Supervision of the UNISA students

13. How many 4th year UNISA student groups do you supervise and how many students do you supervise in each group?

No. of Supervision Groups	No of Students per group
1.	
2.	
3.	
4.	

14. In which language(s) do you supervise?

Afrikaans	
English	
Isi-Xhosa	
Isi-Zulu	
Shi-Venda	
Se-Pedi	
Se-Tswana	
Other (which ones?)	

15. Which language group(s) do your students belong to (indicate number of students in each language category).

Afrikaans	
English	
Isi-Xhosa	
Isi-Zulu	
Shi-Venda	
Se-Pedi	
Se-Tswana	
Other (which ones?)	

16. Are there any language difficulties for you in carrying out your supervisory duties?

Yes	
No	

17. If yes, please indicate how you handle the difficulty or difficulties in supervising the students?

18. Do any cultural norms and traditions of your own, or of the students impede the carrying out of the supervision with UNISA students?

Yes	
No	

19 If yes, please describe briefly and explain how you handle the impediment to the supervision.

20. Please indicate which aspects of supervisory practice are incorporated in your supervision groups with UNISA students.

	Yes	No
Administrative		
Educative		
Supportive		
Other: (describe)		

Placement Setting of the UNISA students

21. Do you believe that the students in your supervision groups were sufficiently familiarised with their placement setting during their orientation week?

Yes	
No	

22. If no, please describe any difficulties the student(s) experienced as a result of insufficient familiarisation in the placement setting.

23. Do you find any students you supervise inhibited by cultural, traditional or religious norms and traditions, beliefs, values or roles in carrying out their practical tasks in their placement setting?

Yes	
No	

24. If yes, please describe.

25. Were any difficulties experienced by the student in the practice settings?

Yes	
No	

26. If yes, please describe.

27. Is there anything else you think we need to know about the students' practice setting, which has an impact on our students ability to practice and learning in the field?

Student Skills Particulars

Tell us how you rate our students.

28. How would you rate the students ability to meet the demands of the practice settings?

In respect of:	good	adequate	inadequate
Theoretical knowledge			
Ability to implement knowledge			
Social skills			
Communication skills			
Interpersonal skills			
Statutory issues			

29. If you answered “adequate or inadequate”, please elaborate:

30. If you answered “inadequate”, please tell us what information or training our UNISA student lacked – in your opinion – which would have benefited the student in their practise setting:

Comparisons with other Learning Institutions

31. If you have had experience in supervising students from other tertiary institutions, how do UNISA Students compare with them in the following aspects?

	Equal	Better	Weaker
Ability to write comprehensive and clear reports.			
Ability to submit the reports on time			
Punctuality			
Ability to use supervision to further own learning			
Theoretical Knowledge			
Participation in the supervision group			
Other:			

32. Do you have regular contact with the contact person in the students' placement settings?

Yes	
No	

33. If Yes, please indicate how often and describe any difficulties you experience in your interaction with contact persons.

34. If No, please explain.

35. What questions about the fit between our fourth year students and their practice settings do you think we have not addressed? (Please elaborate).

Communication with UNISA

31. Please list any difficulties you have in communicating with UNISA in regard to your supervisory duties, or note any suggestions you might have that would make the carrying out of your contractual duties easier.

THANK YOU FOR TAKING THE TIME TO ASSIST US WITH THIS QUESTIONNAIRE.

APPENDIX 3

CONTACT PERSONS' QUESTIONNAIRE

May 2007

Dear Contact Person

We are striving to render the best possible social work training to our students at UNISA to ensure that they graduate as efficient, effective and ethical social workers once they finish their studies!

In order for this to become a reality, we need to know how you experience our students in your setting and how we can improve our curriculum to suit the requirements of the practical work settings in which social workers are gainfully employed.

We need to gain information on four things one of which, the blocked section, is the focus of this questionnaire.



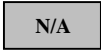
:

- The nature of our social work student population – we have investigated their **personal context** earlier this year.

• **The practice settings of social workers and the expectations these settings have of newly qualified social workers, as well as the expectations the settings have of our own fourth year UNISA students placed there for the completion of the practical component of the BA (SS) – this is the subject of this questionnaire as part 2 of the work context.**

- The students' experience of their practical placement and whether they felt equipped for that social work setting – we are investigating this as one part of the **work context** at the moment.
- The fit between the present curriculum (**learning context**), the student and the requirements of the practice setting – which we will be able to assess once we have information on the above four points.

We would be very grateful if you could help us with this task by completing the following questionnaire. This is **not** a lengthy questionnaire, but, **please** take your time and try to be as thorough and as accurate as possible. This will help us to equip future students to achieve practice excellence.

- Please fill in all the dark sections 
- Where you have to choose, please mark your choice with a cross 
- Where not applicable, indicate as: 

Thank you once again for participating in this research. Together we can ensure that your training meets your needs, the needs of your future employers and the academic needs of the social work profession.

Kind regards

GWYNNE LAWLOR

Registered Social Worker and UNISA MA Student
(083) 2299984

WORK CONTEXT

Identifying Particulars of Contact Person:

2. What is your designation? (e.g. Manager, Senior Social Worker etc.)

--

2. Date qualified as a social worker?

--

3. Are you male or female?

Male	
Female	

4. Do you have any post graduate qualifications in social work?

Yes	
No	

5. If Yes, please describe below:

--

Work Setting Particulars

6. What type of setting are you in?

Type of setting	Mark please	Name of organisation
Non Profit Organisation (NPO)		
Dept of Social Development		
School		
Other		

7. Do you offer student remuneration ?

Yes	
No	

If **YES**, please give details (You may mark more than one):

Hourly rate	
Monthly rate	
Once off honorarium	
Travelling cost	
Other (give details)	

Tell us about the social work services at the organisation:**8. Target population:**

A) Which type of community does the organisation target?	Rural	
	Town	
	City	
B) On which group(s) does the organisation mainly focus? (You may mark more than one)	Children (0 – 12)	
	Children (0 – 18)	
	Adolescents	
	Adults	
	The elderly	
	Couples	
	Parents	
Families		

9. What are the main issues addressed by the organisation? (Please mark all that are applicable.)

Financial need	
Physical abuse	
Sexual abuse	
Child neglect	
Foster Care	
Rebellious teenagers	
Substance dependency	
Marital problems	
Custody of children	
Mental health	
Statutory work	
Other (give details)	

10. Which methods of social work are carried out at your practice setting? (Please mark all that is applicable.)

Case work with:	
Children	
Adolescents	
Adults	
The elderly	
Couples	
Parental	
Families	
Group work:	
Educational	
Supportive	
Therapy	
Community development: (Please describe the nature of community work / development)	

11. In which languages are services delivered?

Afrikaans	
English	
Isi-Xhosa	
Isi-Zulu	
Shi-Venda	
Se-Pedi	
Se-Tswana	
Other (which ones?)	

12. What opportunities for professional development are offered to staff/students by your practice setting: (please tick the appropriate box and indicate whether this is for staff only or also for students, and how often these opportunities occur).

	Staff/Students	Frequency
Case Conference		
Staff Meetings		
Group Supervision		
Individual Supervision		
In-service Training		
Mentoring		
Other: (describe)		

13. Where any difficulties experienced with our student by you in the practice setting?.

Yes	
No	

14. Were there any language difficulties for the student in the practice setting?

Yes	
No	

If YES, how did this impact on the organisation and the student?

15. What else do you think we need to know about your practice setting, which has an impact on our students learning requirements?

Professional Skills Particulars

Tell us how you rate our students.

16. How would you rate the students ability to meet the demands of your practice setting?

In respect of:	good	adequate	inadequate
Theoretical knowledge			
Ability to implement knowledge			
Social skills			
Communication skills			
Interpersonal skills			
Statutory issues			

17. If you answered “adequate or inadequate”, please elaborate:

18. If you answered “inadequate”, please tell us what information or training our UNISA student lacked – in your opinion – which would have benefited the student in your practise setting:

Comparisons with other Learning Institutions

19. How do UNISA Students compare with students from other tertiary institutions, who have been place at your organisation, in terms of:

	Equal	Better	Weaker
Willingness to engage in the work place			
Ability to integrate with your staff			
Reliability			
Initiative			
Theoretical Knowledge			
Assertiveness			
Administrative Skills			

20. Do you use our students over and above the practical requirements of the degree in any other capacity in your offices?

Yes	
No	

21. If Yes describe the other areas in which you use them:

22. If No, please explain:

23. How many hours per week do UNISA students spend in your organisation?

24. How does this compare with social work students from other institutions?

Equal	
More	
Less	

25. Do you have any preference as to the training institutions students come from?

Yes	
No	

26. What logistical problems does your organisation encounter in accepting UNISA students?

27. What questions about the fit between our fourth year students and your practice settings do you think we have not addressed? (Please elaborate).

THANK YOU FOR TAKING THE TIME TO ASSIST US WITH THIS RESEARCH!

APPENDIX 4
QUANTITATIVE DATA
STUDENTS

Question No. 1

Gender

M = Male
F = Female

Question No. 3

Race

BL = Black
BR = Brown
I/A = Indian/Asian
W = White

Question No. 4 + 11

Home Language of Student

A = Afrikaans
E = English
E/A = English/Afrikaans
ND = isiNdebele
NS = Sesotho
OTH = Other
P = Sepedi
T = Setswana
SH = Shona
SW = siSwati
V = Tshivenda
X = isiXhosa
XT = Tsonga
Z = isiZulu

Question No. 5

Practice Settings (Fieldwork placement settings)

DSD = Department of Social Development
NPO (NGO) = Non Profit Organization
SCH = School
OTH = Other
(H) = Health Care Setting
(C) = Clinic (medical setting)

M/R = Monthly rate
H/R = Hourly rate
T/C = Travelling costs reimbursed
Hon = Once off honorarium
Oth = Other

Question No. 8

Target Population of Practice Setting

R = Rural LC = Children 0-12
T = Town Ad = Adolescents
C = City A = Adults
 E = The Elderly
 Co = Couples
 Pa = Parents
 Fa = Families

Question No. 9

Main Issues addressed by Practice Setting

CoC = Custody of Children
CN = Child Neglect
FC = Foster Care
FN = Financial Need
MH = Mental Health
MP = Marital Problems
PA = Physical Abuse
RT = Rebellious Teenagers
SA = Sexual Abuse
SD = Substance Dependency
StW = Statutory Work

Question No. 10

Methods of Social Work used in Practice Setting.

CW = Case Work
GW = Group Work
CD = Community Development
CD*=
CD**=

(For client system abbreviations see Q.8 on Page 1 of this Legend)

Question No. 11

Languages used by Practice Setting in Service Delivery.

See language abbreviations given under Question 4, Page 1 of this Legend)

Question No. 12

Student Development Opportunities offered by Practice Setting.

Cc = Case Conference attendance
Gs = Group Supervision in Practice Setting
Is = Individual Supervision in Practice Setting
It = Inservice Training offered in Practice Setting
Me = Mentoring offered by Practice Setting
Oth = Other opportunities offered for learning and development as specified by the student.

Question No. 14

Language difficulties experienced in the practice setting.

Y = Yes
N = No

PTA 47	M/F	DOB	RACE	HOM LAN	WO SET	PAY
Questionnaire No. 1-10 missing						
10						
11	F	1975	BL	NS	DSD	Y
12						
13	F	1974	BL	XT	DSD	Y
14 - 15 missing.						
16	*					
17	F	1985	W	A	SCH	N
18	F	1948	W	E	SCH	N
19	M	1975	BL	P	NPO	N
20 -21 missing						
22	M	1983	W	A	NPO	N
23	F	1966	BL	T	OTH/H	N
24	F	1983	BL	NS	DSD	Y
25						
26	M	1976	BL	NS	NPO	Y
27	F	1968	BL	NS	SCH	N
28						
29	F	1986	BL	NS	SCH	N
30	F	1977	BL	NS	DSD	Y
31	F	1966	BL	ND	SCH	N
32	M	1973	BL	NS	OTH	Y
33 -36 missing						
37	M	1970	W	A	OTH	N
38	F	1976	BL	SWATI	NPO	
39 -43 missing						
44	F	1979	BL	SP	NPO	Y
45 - 47 missing 30A (additional)	F	1975	BL	NS	DSD	Y
BFN 3	M/F	DOB	RACE	HOM LAN	WO SET	PAY
55						
56	F	1964	BL	A	DSD	N
57						
JHB 17	M/F	DOB	RACE	HOM LAN	WO SET	PAY
68						
69	F		BL	NS	DSD	N
70	F	1985	BL	XT	DSD	Y
71						
72	F	1978	BL	Z	NPO	Y
73	F	1974	BL	T	DSD	Y
74	F	1958	W	E	OTH	N
75	F	1972	BL	NS	DSD	N
76	M	1980	BL	T	NPO	Y
77	F	1977	W	E	NPO	N
78 - 79 missing						
80	M	1971	BL	T	DSD	Y
81- 84 missing						

UN NUMBERED	M/F	DOB	RACE	HOM LAN	WO SET	PAY	
B1	F		BL	NS	DSD	Y	
B2	F	1958	BL	Z	OTH/C		
B3	F	1980	BL	Z	SCH	N	
B4	F	1975	BL	NS	DSD		
B5	F	1975	BL	ND	DSD	N	
B6	F	1972	BL	NS	DSD	Y	
B7	F	1980	BL	P	NPO	Y	
B8	F	1974	BL	NS	DSD	N	
B9	F	1976	BL	NS	DSD	Y	
B10	F	1974	BL	ND	NPO	Y	
B11	F	1976	BL	NS	NPO	N	
B12	F	1966	BL	NS	SCH	Y	
B13	M	1974	BL	XT	DSD	Y	
B14	M	1975	BL	P	OTH/H	N	
B15	M	1978	BL	NS	DSD	Y	
B16	M	1969	BR	E	SCH	N	
B17	F	1978	BL	Z	NPO	N	
B18	F	1982	BL	X	NPO	Y	
B19	F	1982	BL	Z	NPO	N	
B20	F	1981	BL	Z	NPO	Y	
B21	F	1982	BL	Z	SCH	N	
B22	F	1979	BL	SH	NPO	N	

PTA 47	RATE	COM/GRP	ISSUES
Questionnaire No. 1-10 missing			
10			
11	M/R	R/C&LC	Pa,Sa,Cn,c,Rt,Sd,CoC,Sw
12			
13	H/R	C&LC	Fn,Pa,Sa,Cn,Fc,Sd,CoC,Mh,Sw
14 - 15 missing.			
16		R/Ad	Sw
17		T/LC	Oth: Education
18		C/LC	Oth: Education
19		T/C	Pa,Sa,Cn,Fc,Sw,Oth: Shelter
20 -21 missing			
22		RTC/LC&Ad	Pa,Sa,Cn,Fc,Rt
23		T/LC,Ad,A,E,P	Pa,Sa,Cn,Sd,Mh
24	M/R	R/All groups	CnFc,Mp,Sw
25			
26	OTH	C/LC,Ad,A,Co,Pa,Fa	Cn,Fc,Mp,Sw, Oth:adopt. Fam.preservation.
27		T/LC,Co,Pa,Fa	Fn,Pa,Cn.
28			
29		T/CL,Ad	Pa,Sa,Cn,Sd,Oth:learn. Diff.
30	M/R	RTC/Ad	Pa,Sa,Cn,Fc,Rt,Sd
31		R/C, Pa,Fa	Fn,Pa,Sa,Cn,Fc,Rt,Sd,
32	OTH	RTC/Ad	Pa,Sa,Cn,Rt,Sd,Sw
33 -36 missing			
37		TC/Ad,A,E,Co	Sd,Mh
38		C/C,A,Co,Pa,Fa	Fc,Mp,Mh,Sw
39 -43 missing			
44	M/R	R/E	Fn,Pa
45 - 47 missing 30A (additional)	M/R	RT/Ad	Sd, Juv. Delinquent rehab
BFN 3	RATE	COM/GRP	ISSUES
55			
56		T/All groups	All except FN,Mh
57			
JHB 17	RATE	COM/GRP	ISSUES
68			
69		C/C	Fn,Pa,Sa,Cn,Fc,Rt,CoC
70	M/R	C/C	Fn,Pa,Sa,Cn,Fc,Rt,Sw
71			
72	M/R	C/LC,Ad,E,Fa	All except Sa,Mh
73	H/R		Fc
74		C/Ad	Sd
75		C/A,E	Cn,Fc,Rt,Sd
76	M/R	C/All groups	Pa,Sa,Cn,Fc,Oth: phys>disable
77		C/C	Fn,Pa,Sa,Cn,Fc,CoC,Sw
78 - 79 missing			
80	H/R	T/LC,C,Ad,A,E,Co	Sa,Cn,Fc,Mp,CoC,Sw
81- 84 missing			

UN NUM	RATE	COM/GRP	ISSUES
B1	H/R	T/C & AD	Sa,Cn,Sd
B2		T	Oth Hc
B3		T/LC	Oth Ed
B4		Ad,Co,Pa,Fa	Fn,Pa,Sa,Cn,Fc, Mp
B5		R/Ad, A, E	Sd, CoC
B6	H/R	RTC, All groups	All except Fn
B7	M/R	TC/C,Ad,F	Pa,Sa,Cn,Fc,Sd,CoC, Sw
B8		C/Ad,A,E,Co,Pa,Fa	Fc,Mp,Sw
B9	M/R	TC/C,Ad,F	Fn,Pa,Sa,Cn,Fc,CoC,Mh,Sw
B10	M/R	T/C,Ad,Pa,Fa	Fn,Fc
B11		R/Ad, A, E,Pa	Fn,Pa,Sa,Cn,Fc,Mp,CoC,Sw
B12	M/R		Other: Education
B13	H/R/T	RT/All groups	All issues
B14		R/C,A	Mh, Oth: Physical Disability
B15	H/R	C/C	CoC
B16		RT/Ad,Pa,Fa	Pa,Sa,Rt
B17		T/LC&Ad	Oth: Children w. disabilities
B18	M/R	R/C	Oth: Bereavement
B19		C/E	Pa,Sa,Sw, Accom for Elderly
B20	M/R/T	R/All except E	Fn,Sa,Fc,CoC,Sw
B21		C/C &Pa	Fn,Pa,Sa,Cn,Fc,Rt,CoC,
B22		T/All except E	Sa,Cn, HIV/AIDS Services

PTA 47 Questionnaire No. 1-10 missing	METHOD	SERV.L.	DEV OP	LAN/DIF	
	10				
	11	CW,GW,CD*	E	Gs	N
	12				
14 - 15 missing.	13	CW,GW,CD*	A,E,X,Z,V,P,T	Cc,Is,It,Me,	N
	16	CW,GW	A,E,T	Is	N
	17	CW,CD*	E	Oth: Workshop	Y
	18	CW,GW,CD*	E	Oth: Workshop	N
	19	CW,GW,CD	A,E,	Is,It	N
20 -21 missing	22	CW	A,E	Cc,It,Me	N
	23	CW,GW	A,E,X,Z,V,P,T	It	N
	24	CW,GW,CD	A,E,Z,T	Me	N
	25				
	26	CW,GW,CD*	Z,P	Gs,Is	N
	27	CW,GW	E,P,T	Oth: meetings	N
	28				
	29	CW,GW	Z,P,T		N
	30	CW,GW,CD*	E,A,T	Cc,Gs,Is,Me	N
	31	CW,GW,CD*	E,X,Z,V,P,T	Cc,Gs,	N
	32	CW,GW,CD*	A,E,X,Z,V,P,T	Gs,Is,Me	N
33 -36 missing	37	CW,GW,CD*	A,E	Cc,Gs,Is,It,Me	N
	38	CW,GW	Z,V,P,T	Is,It	N
39 -43 missing	44	CW,GW,CD*	Z,T	Is	N
45 - 47 missing 30A (additional)		CW,GW,CD*	A,E,Z,V,P,T	Gs,Is,Me	Y
BFN 3	METHOD	SERV.L.	DEV OP	LAN/DIF	
	55				
	56	CW,GW,CD*	A,E,X	Is,Me	N
	57				
JHB 17	METHOD	SERV.L.	DEV OP	LAN/DIF	
	68				
	69	CW,GW	A,E,X,Z,V,P,T,		N
	70	CW,GW	A,E,X,Z,V,P,T,TS	Is	N
	71				
	72	CW,GW,CD	E,X,Z,P	Cc,Is,It	Y
	73	CW	A,E,X,Z,V,P,T	Is	N
	74	CW,GW,CD	E,	Me, Training	N
	75		E	Gs	N
	76	CW,GW,CD	A,E,X,Z,V,P,T	Is,It,Me	N
	77	CW,GW	A,E,X,Z	Me, Training	N
78 - 79 missing	80	CW,GW,CD*	A,E,X,Z,T	Is,It,Me	N
81- 84 missing					

UN NUM	METHOD	SERV.L.	DEV OP	LAN/DIF
B1	CW,GW	E,X,T	Me	N
B2		A,E,X,Z,P,T		N
B3	CW,CD	Z	Is	N
B4	CW	P	Me	N
B5	CW,GW,CD	A,E,X,Z,V,P,T, ND	Gs,Is,It,Me	N
B6	CW,GW,CD	A,E,X,Z,V,P,T,	Me	Y
B7	CW,GW,CD	A,E,Z,P,ND	It, Me	Y
B8	CW,GW,CD	A,E,X,Z,V,P,T		N
B9	CW,GW	E,Z,P,T	Is	N
B10	CW,GW,CD	A,E,Z,P,T	Gs,Is,It	N
B11	CW,GW,CD	E,X,Z,P,T	Gs,Is,It,Me	N
B12	CW,GW	P	Is	N
B13	CW,GW	A,E,P,T	Cc,Gs,Is,It,Me	N
B14	CW,GW,CD	A,E,Z,PT	Is,It	Y
B15	CW,GW	E	Cc,It	N
B16	CW,GW,CD	A,E	Gs,Me	N
B17	CW,GW,CD*	Z	Gs,Is	N
B18	CW,GW,CD*	Z	Gs	N
B19	CW,GW,CD*	A,E,Z	Cc	N
B20	CW,GW,CD*	A,E,Z	Gs,Is,It,Me	N
B21	CW,GW,CD*	E,Z	Cc,Gs,Is,Me	N
B22	CW,GW,CD*	E,SH	Cc, It, Oth	N

UN NUM	EXP	AT HOME	STAY	FAM SUP	TRAIN	COMPUT	COUNSEL
B1	N	N	N	Y	Y	Y	Y
B2	N	N	Y	N	Y	Y	Y
B3	Y	Y	Y	Y	Y		N
B4	Y	Y	Y	Y	Y	Y	Y
B5	Y	Y	Y	Y	Y	Y	Y
B6	N		N	Y	Y	Y	N
B7	N	Y		Y	N	N	Y
B8	Y	Y	Y	Y	N	Y	Y
B9	Y	Y	Y	Y	Y	Y	N
B10	Y	N	Y	N	Y	Y	Y
B11	N	Y	Y	Y	Y	Y	Y
B12	Y	Y	Y	Y	Y	Y	Y
B13	N	N	Y	Y	Y	Y	Y
B14	N	N	Y	Y	P	Y	Y
B15	N	N	Y	Y	Y	Y	Y
B16	Y	Y	Y	Y	N/P	N	Y
B17	Y	Y	Y	Y	Y	Y	Y
B18	Y	Y	Y	Y	Y	Y	Y
B19	N	N	Y	Y	Y	N	Y
B20	Y	Y	Y	Y	Y	Y	Y
B21	Y	Y	Y	Y	Y	Y	Y
B22	Y	Y	Y	Y	Y	Y	Y

APPENDIX 5
QUALITATIVE TYPE DATA
STUDENTS

APPENDIX 5

QUALITATIVE TYPE DATA

TOTAL NUMBER OF QUESTIONNAIRES SENT OUT: 104
 TOTAL NUMBER OF QUESTIONNAIRES RETURNED: 70 = 67.31%

PART 2 OF PRACTICAL WORK SETTING QUESTIONNAIRE COMPLETED BY
 FOURTH YEAR STUDENTS IN 2007 :

WORK SETTING PARTICULARS

Question 10:
Nature (type) of community work available to students in practice settings.

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Student comment	Type of Community Work
011	Community Projects	Projects
013	Drug awareness Campaigns , HIV/AIDS awareness and child protection week event	Campaigns
016	None	None
017	None . Not available at placement organization. Student was obliged to do community development at another organization	None
018	Collect Easter eggs, support guide dogs Collect food and clothing for shelters	Campaigns
019	Participatory Community Development , unspecified	Community Development
022	None	None
023	None	None
024	Community Development , unspecified	Community Development
026	Existing Community Projects (sewing, gardening), Existing support groups (HIV/AIDS)	Projects
027	None	None
029	Student initiated Community Development permitted. None in placement organization.	Community Development
030a	Outreach Project	Project
030b	Life-skills programmes incl. HIV/AIDS, and recreational (drawing, painting) and occupational skills (bricklaying)	Projects
031	Redevelopment to create environment conducive to learning and teaching.	Project
032	Skills Development	Skills development
037	Projects : Aftercare and trauma support	Project
(038)	None	None
044	Community Projects : Luncheon clubs and service centres	Projects

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Student Comment	Type of Community Work
056	Community Projects : Drop-in centres, crèches, community home-based care	Project

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Student Comment	Type of Community Work
069	None	None
070	None	None
072	Community Project : Poverty alleviation, HIV/AIDS support work and skills training	Project
073	None . Student self-initiated	None. Self-initiated.
074	Community Development : Community improvement of own environment	Community Development
075	None . Funding of organizations involved with Community Development.	None
076	Community Project : Income generating project for the Disabled.	Project
077	Community Support : Family support, Child protection	Community Support
080	Community Project : Early Childhood Development	Project

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Student Comment	Type of Community Work
049	Community Project : Vegetable garden	Project
052A	Community Project : Vegetable garden	Project
052B	Community Project : Day care centres, Drop-in centres	Project
085	None	Project
089	Community Project : Feeding schemes, fellowship circles, children's projects at Christmas	Project
090	Community Project : Poverty alleviation	Project
091	Community Project : Home-based care	Project

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Student Comment	Type of Community Work
102	None	None
104	Community Campaigns in school setting: Crime awareness, bullying.	Campaigns
106	Community Campaigns in schools, religious groups	Campaigns
108	Community Campaigns and Projects , commercial sex worker projects, rape counseling, HIV/AIDS support and education projects, skills development in prisons, youth information projects	Campaigns, Projects
110	Community Development , Community Campaigns and Skills Development : Crime awareness, life skills, occupational skills.	Community Development , Campaigns, Skills development
111	Provide educational programmes and information to disabled children and parents.	Programmes

112	Community Projects : Day care centres, home-based care	Projects
114	Community Project : Food garden with orphans	Projects
115	None	None
120	Community Projects : Income generating project, HIV/AIDS peer educator project and food security	Projects
121	Community Projects : Crèches, sewing clubs, poultry farming	Projects
123	Community Projects with orphans: Income generating projects, community volunteer support groups for orphans	Projects

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS
= 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Student Comment	Type of Community Work
B1	None	None
B2 (Jhb)	None	None
B3	Community Project : Fundraising for income generating project.	Project
B4 (Pta)	None	None
B5	Community Projects : Crime prevention/awareness, HIV/AIDS, substance abuse, disability, employee wellness, poverty, elderly	Projects
B6 (Polokw)	None . Funding of organizations involved with Community Development.	None
B7	Community Development with youth, community projects : food gardens	Community Development , Projects
B8	Community Development with unemployed woman	Community Development
B9	Student initiated Community Development permitted. None in placement organization.	Community Development
B10	Community Projects : Food gardening projects, skills development	Skills development
B11	Community Projects : Income generating programmes, e.g. catering, vegetable gardens. Educational programmes.	Projects
B12	None	None
B13	None	None
B14 (Pta)	Community Projects : Food gardens	Projects
B15	None	None
B16	Community Participatory Development with management and staff in school setting.	Community Development
B17	Community Projects : Educational programmes on children with disabilities to parents, and staff.	Projects
B18	Skills development : Skills transfer to empower community members to assist in community.	Skills development
B19	Community Campaigns : Outreach and awareness, skills development .	Campaigns, skills development
B20	Community Projects : Poultry farming and crèches	Projects
B21	Community Projects : Feeding schemes	Projects
B22	Community Participatory Development : building self-reliance in the community, education campaigns on HIV awareness	Community Development

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Student Comment	Type of Community Work

Question 13:

Difficulties experienced in the practice setting.

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Student Comment	Type of Difficulty
011	None	
013	None	
016	Employment in the placement organization limits time available for practical work requirements of 4 th year studies in social work.	Dual role in placement setting
017	Insufficient training for working with children, because of emphasis on PCA (Person-centered Approach). Insufficiently equipped with counseling skills.	Insufficient training by UNISA
018	Insufficient initial contact by UNISA with placement organization resulting in confusion around student's responsibilities during placement.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role and responsibilities in the organization during placement.
019	Student finding difficulties in coping with studies and employment.	Time-management difficulties.
022	Excessive traveling costs incurred in meeting UNISA's practical work requirements in practice setting.	Costs incurred for transport
023	Student needs to continually request for allocation of cases to meet practical work requirements as required by UNISA.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
024	Lack of transport and office space making it difficult to meet practical work requirements of UNISA.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
026	None	
027	None	
029	Requirements of placement setting (set out in a protocol) differ from UNISA requirements of student.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
030a	None	
030b	Requirement of placement setting onerous for student.	Supervisor's support to facilitate resolution of problem by student required.
031	Difficulties in meeting ethical requirements of social work practice, lack of space and resources to carry out practical requirements of the degree.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
032	Practice setting employees confused by student's changed role in the setting.	Supervisor's support to facilitate resolution of problem by student required.

037	None.	
(038)	None.	
044	Difficulties arising out of being a student as well as an employee.	Dual role in placement setting

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Student Comment	Type of Difficulty
056	Unable to use transport of placement setting.	Costs incurred for transport

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Student Comment	Type of Difficulty
069	Too much required of students by UNISA. Community work assignments confusing. Too many reports for case work.	Time management.
070	Lack of supervision in practice setting disadvantages clients and groups.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role and responsibilities in the organization during placement.
072	None	
073	Difficulties in meeting UNISA practical work requirements because of nature of setting.	Suitability of practice setting needs to be evaluated by UNISA
074	Contact person not at same placement as student.	UNISA to ensure contact person and student at same venue, or have regular and frequent contact.
075	Placement setting does not offer all three modalities of social work.	Suitability of practice setting needs to be evaluated by UNISA
076	Lack of start up funding for community development	Supervisor's support to facilitate resolution of problem by student required.
077	Lack of case work referrals	Suitability of practice setting needs to be evaluated by UNISA
080	Difficulty in having practical work requirement needs met in the practice setting	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Student Comment	Type of Difficulty
049	None	
052A	None	
052B	Lack of placement resources impact negatively on student's UNISA practical work requirements,	Lack of placement resources.
085	Difficulties in putting theory into practice using PCA in a non PCA environment. Interference by placement social workers in student's method of working.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the

089	Lonely, lack of support.	organization during placement Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
090	Lack of resources, "red tape" impacting on continuity in practical work to meet UNISA requirements	Supervisor's support to facilitate resolution of problem by student required.
091	Lack of resources and difficulties in seeing cases	Supervisor's support to facilitate resolution of problem by student required.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Student Comment	Type of Difficulty
102	Problems with managing case work requirements	Supervisor's support to facilitate resolution of problem by student required.
104	Difficulties in meeting ethical requirements of social work practice in a non-social work setting. (Confidentiality).	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
106	None	
108	None	
110	Difficulties in putting theory into practice using PCA in a non PCA environment, while also meeting standards required by placement setting.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
111	Clients' unmet needs and government policy.	Supervisor's support to facilitate resolution of problem by student required.
112	Clients' unmet needs.	Supervisor's support to facilitate resolution of problem by student required.
114	Characteristics of placement setting impacts negatively on student's ability to meet UNISA requirements of practice setting.	Suitability of practice setting needs to be evaluated by UNISA
115	Clients' unmet needs.	Supervisor's support to facilitate resolution of problem by student required.
120	Transport difficulties in area impact negatively on student's ability to meet UNISA requirements of practice setting.	Suitability of practice setting needs to be evaluated by UNISA
121	Transport difficulties in area impact negatively on student's ability to meet UNISA requirements of practice setting and to attend UNISA workshops.	Suitability of practice setting needs to be evaluated by UNISA
123	Student finding difficulties in coping with studies and employment.	Time-management difficulties.

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS
= 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Student Comment	Type of Difficulty
B1	No support from contact person	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
B2 (Jhb)	No social work support and no social work services in practice setting.	Suitability of practice setting needs to be evaluated by UNISA
B3	Lack of understanding of requirements of social work student in non-social work setting.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
B4 (Pta)	None	
B5	Characteristics of placement setting impacts negatively on student's ability to meet UNISA requirements of practice setting.	Supervisor's support to facilitate resolution of problem by student required
B6 (Polokw)	Characteristics of placement setting impacts negatively on student's ability to meet UNISA requirements of practice setting.	Suitability of practice setting needs to be evaluated by UNISA, and/or: Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
B7	Insufficient exposure to all modalities in social work.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
B8	Student feels inadequately equipped to manage some clients.	Supervisor's support to facilitate resolution of problem by student required
B9	No private place for casework. Compromises social work ethics.	Lack of resources in placement setting. Suitability of practice setting needs to be evaluated by UNISA
B10	Student feels ill equipped for statutory work.	Supervisor's support to facilitate resolution of problem by student required.
B11	Balancing requirements of UNISA with requirements of practice setting.	Time-management.
B12	None	
B13	Lack of office space and transport.	Lack of resources in placement setting. Suitability of practice setting needs to be evaluated by UNISA
B14	Difficulties in putting theory into practice using PCA in a non PCA environment, while also meeting standards required by placement setting.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
B15	None	
B16	Characteristics of placement setting impacts negatively on student's experience of working in	Supervisor's support to facilitate resolution of problem by student

	practice setting.	required
B17	None	
B18	Student experiences difficulties in being supervised by the same person at work and for UNISA practical work.	Dual role in placement setting aggravated by one supervisor for both settings.
B19	Lack of support from social workers in practice setting.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
B20	Travelling costs for carrying our requirements of social work practical in placement setting.	Costs incurred for transport
B21	Personal growth issues.	Supervisor's support to facilitate resolution of problem by student required. Possible referral for counselling.
B22	Student struggles with emotional impact of characteristics of client base.	Supervisor's support to facilitate resolution of problem by student required. Possible referral for counselling.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Question-naire No.:	Student Comment	Type of Difficulty

Question 14:

Language difficulties experienced in practice setting.

Unless the student qualified a “No” answer to this question, only “Yes” answers have been recorded.

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No.:	Yes	No	Student explanation of difficulty and comment on how resolved
017	x		Clients switch sometimes to own language. Not too difficult though.
022		x	Not in practice setting, but with clients – particularly children.
030b	x		Tsonga speaker has difficulty with Zulu environment. Uses English.

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Yes	No	Student explanation of difficulty and comment on how resolved
056			

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Yes	No	Student explanation of difficulty and comment on how resolved
072	x		Zulu speaker has difficulty in se-Pedi environment. Requests explanation.

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Yes	No	Student explanation of difficulty and comment on how resolved
049 - 091		x	

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Yes	No	Student explanation of difficulty and comment on how resolved
108	x		Interaction with non-english speaking clients. Uses colleague as translator.

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Yes	No	Student explanation of difficulty and comment on how resolved
B6 (Polokw)	x		Northern Sotho person dealing with Afrikaans clients.
B7	x		Zulu speaker struggling with se-Pedi environment.
B14 (Pta)	x		sePedi speaker struggling with Afrikaans speaking clients. Asks for interpreter.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Yes	No	Student explanation of difficulty and comment on how resolved

Question 15:

Does the practice setting live up to your expectations and ideals?

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Yes	No	Student Comment
011	x		All modalities are practised. Computer access available.
013	x		Able to link theory to practice in placement setting.
016	x		
017	x		Opportunity to practice in field of choice.
018	x		Placement setting supportive, offering in-service training and full inclusion
019	x		Placement setting supportive.
022	x		Placement setting supportive and keen to allow student to meet UNISA requirements.
023	x		Highly professional staff, skilled leadership with PCA orientation
024	x		
026	x		Benefits from employee status i.r.o. transport, office resources.
027	x		Good exposure to varied learning opportunities, incl. statutory work.
029		x	Lacks guidelines on placement settings requirements for reports.
030a		x	Too much time spent at meetings
030b		x	Employment commitments interfere with realities of placement setting
031		x	Confusion in placement setting around role of student and theoretical orientation.
032	x		Supportive environment, exposure to all social work modalities.
037	x		Good learning environment, learning from other disciplines too.
(038)	x		Good mix of exposure to administrative and client-oriented work.
044		x	Experiencing difficulty with casework in working with the aged.

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Yes	No	Student Comment
056	x		The only exception being the way community work is practised.

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Yes	No	Student Comment
069		x	<i>Time not structured well (UNISA) workshops, assignments, supervision and evaluations all in same week.</i>
070	x		Learning environment
072	x		Environment conducive to exposure to all social work modalities.
073		x	Required to share office space (Lack of resources)
074	x		Dynamic environment, good exposure to learning and experiencing social work practice
075		x	Student required to source own clients. Practice setting does not give exposure to all social work modalities.
076	x		Exposure to all social work modalities.
077		x	Student required to source own clients.
080	x		Exposure to realities of social work practice.

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Yes	No	Student Comment
049	x		Autonomy and responsibility encouraged by practice setting
052A		x	No, although able to work in all modalities, school environment differs substantially from a social work environment.
052B	x		Accessible to the community, good environment for exposure to all social work modalities.
085	x		Knowledge of Person Centred Approach has assisted student
089	x		Employed by placement setting, therefore familiar with the work. Has not had much support from contact person within the organization.
090	x		
091	x		Previous exposure to the placement setting as a volunteer has helped.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Yes	No	Student Comment
102		x	Too much focus on foster care, insufficient exposure to social work modalities.
104		-	
106	x		Positive experience of placement settings commitment to serve their community.
108	x		Professional environment, maintains ethics, comprehensive experience of social work modalities.
110	x		Good exposure to social work practice.
111		-	
112		-	
114	x		Student's practical work requirements met in the practice setting.
115	x		Student believes she is living up to organizations expectations.
120	x		Insufficient contact with very busy contact person.
121	x		Positive experience of placement setting, very supportive and inclusive.
123	x		Placement setting runs smoothly and cohesively, visible results.

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Yes	No	Student Comment
B1		x	Unsure about whether she is on the right path i.r.o. practical work.
B2 (Jhb)		x	No social work services, support or guidance in a non-social work setting.
B3	x		Working with clients and putting theory into practice.
B4 (Pta)	x		Working with clients and putting theory into practice.
B5	x		Exposure to all social work modalities.
B6 (Polokw)		x	-
B7		x	Practice setting does not have same theoretical basis PCA).
B8	x		Good exposure to social work practice.
B9	x		Good exposure to social work practice.
B10	x		Exposure to social work practice.
B11		x	Student experiences division of loyalties between UNISA requirements and practice setting methods.
B12	x		-
B13		x	Unable to access resources required to complete practical work (transport, phones)

B14 (Pta)		x	Theoretical orientation to clients differs from UNISA's orientation.
B15		x	Contact person mostly unavailable.
B16	x		Opportunities for student to work to meet requirements of social work practice ethics, norms and values.
B17	x		Good exposure to social work practice has increased student's confidence.
B18	x		Support from placement setting in meeting requirements of practical work.
B19		x	Focus on three modalities, but not exposed to administrative work involved.
B20	x		Theoretical orientations is PCA, there is good exposure to all social work modalities.
B21	x		Practice setting is as expected, but the work is a lot harder than expected.
B22	x		Empowerment of the client is the focus of this placement setting.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Yes	No	Student Comment

Question 16:

How do you experience the interpersonal climate in the practice setting?

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Positive	Negative	Student Comment
011	x		
013			No comment
016	x		
017	x		Not completely involved, but friendly, relaxed environment.
018	x		
019	x		Trusting relationship
022	x		Accommodating to student, good/excellent interpersonal relationships among staff.
023	x		Warm, stable (staff cohesive)
024	x	x	Observe good interpersonal relationships between social work staff, but feel labelled as students (excluded).
026	x		Warm environment, student has formed good relationships with staff.
027		-	
029	x	x	Mixed feelings about individual relationships in non social work setting.
030a		-	
030b	x		Student feels supported.
031	x	x	Mixed feelings about individual relationships in non social work setting.
032		x	Difficult because of confusion among staff regarding student's role in a setting in which he was previously employed in a different role.
037	x		Open, supportive and professional.
(038)	x		Interested and supportive.
044	x		Manageable

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Positive	Negative	Student Comment
056	x		Very good working relationships.

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Positive	Negative	Student Comment
069		-	
070		x	No team work.
072	x		
073	x	x	Mixed experience of relationships with staff members.
074	x		Structured environment. Student conscious of responsibilities.
075	x		
076	x		Fruitful and beneficial.
077	x		Supportive, helpful and friendly.
080	x		Helpful co-workers.

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Positive	Negative	Student Comment
049	x		Good interpersonal climate, assistance and guidance has built confidence in student, feels self-fulfilled,
052A	x		No problem, support and understanding from some educators in non-social work setting.
052B	x		Enriching environment, acknowledgement of individual significance of staff members and student.
085	x	x	Tensions between knowledge of PCA and inability to apply this in the practice setting.
089	x	x	Although staff is approachable, they are not always available to assist student.
090	x		Warm and friendly interpersonal environment.
091	x		Staff members available to assist student.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Positive	Negative	Student Comment
102	x		Feels like one of the staff (included).
104	x		Able to form relationships in a non social work setting.
106	x		Very cordial.
108	x		Warm, friendly, welcoming and supportive.
110	x		Staff warm and welcoming.
111	x		Management and staff friendly and easy to talk to.
112	x		Friendly.
114		-	
115	x		Interesting, perhaps because placement setting contains few staff.
120		-	
121	x		Warm, accepting, respect for each other important, empathic.
123	x		

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Positive	Negative	Student Comment
B1		-	
B2 (Jhb)	x		
B3	x		Warm interpersonal climate, good relationships, understanding.
B4 (Pta)	x		Unconditional acceptance, irrespective of colour
B5	x		Student is missed when absent (inclusive)
B6 (Polokw)	x		Supportive
B7	x		Good working relationships with staff
B8	x		
B9	x		Good interpersonal climate with all co-workers
B10		x	Poor interpersonal climate, seniors cruel to junior workers, students are put down and made to feel unwelcome.
B11	x		Student feels at home (inclusive)
B12		-	
B13		x	Staff undermines students, make them feel small and marginalize them.
B14 (Pta)	x		

B15		-	
B16		x	Volatile interpersonal relationships, information flow inadequate, a lot of friction caused by type of communication from leadership team.
B17	x		Staff member's friendly, easy to talk to.
B18	x		Staff is helpful.
B19	x		Staff friendly. Student feels included.
B20	x		Student warmly accepted.
B21	x		Friendly and supportive environment.
B22	x		

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Positive	Negative	Student Comment

Question 17:

Do you feel you belong in your practice setting?

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Yes	No	Student's explanation:
011	x		Field of service (children) fits student's plans for post graduate practice.
013	x		Theoretical orientation is also Person Centred.
016	x		Permitted to use placement centre resources for student assignments.
017		x	Feels excluded – merely there to comply with UNISA requirements.
018	x		All staff helpful, supportive. Student relates well to client base (children).
019	x		Accepted and supported by staff.
022	x		Would like to be employed by this placement setting. Non-discriminatory setting i.r.o. youth or lack of experience.
023	x		Made to feel welcome and at home.
024		x	Sometimes feels as if she is not taken seriously because she is a student.
026	x		Student has been accommodated by the placement setting to meet requirements of studies and of her job within the placement setting.
027	x		Student has own office and no difficulty finding clients.
029	x		Does not feel as if she belongs, because focus on teaching not social work.
030a	x		Student is given additional learning and leadership opportunities.
030b	x		Student has learned to adapt and fit in to a different practice setting.
031	x	x	Unsure, student experiences tension between perceived opposing requirements of placement setting and UNISA practice requirements, and wonders whether the problem lies with herself.
032	x		Support from placement setting and personal courage.
037	x		Fulfilling work, ability to grow personally and to apply PCA in practice.
(038)	x		Cooperation from staff in placement setting.
044	x		Employed gainfully by placement setting.

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Yes	No	Student's explanation:
056	x		Additional tasks assigned to student, incl. helping with events, administration and statutory work.

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Yes	No	Student's explanation:
069		x	Inconsiderate of students. Contact person unavailable to students. Do not even endorse documents required by UNISA.
070		x	Students not involved in planning and other programmes, unless practice setting finds themselves short of manpower.
072	x		Feels comfortable in placement setting. Treated with respect.
073	x		Feels like a real social worker.
074	x		Student has experienced similar difficulties as those experienced by clients of this placement setting.
075	x		Student is working with clients who need the services.
076	x		Field of service in line with student's plans for post graduate work.
077	x		Student feels trusted and valued.
080	x		Student feels trusted and competent.

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Yes	No	Student's explanation:
049	x		Student participation is appreciated in placement setting. Experimental (<i>experiential? Researcher</i>) learning process.
052A	x		Has been made welcome, entrusted with work, encouraged to communicate within a non-social work setting.
052B	x		Has been included and made welcome. Attends staff meetings, campaigns and been given responsibility, incl. administration tasks.
085	x		Staff have own management skills.
089	x		Student has been working in this placement setting for past six years.
090	x		Student feels she can make a positive contribution and enjoys her tasks.
091	x		Student has taken responsibility for additional learning applicable to the client base in the placement setting.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Yes	No	Student's explanation:
102	x		Student feels part of the family.
104	x		Student enjoys client base (children) of placement setting.
106	x		Passionate about field of service in placement setting, is regarded as part of the placement setting and has built good relationships with clients and staff.
108	x		Has had a long association with the placement setting.
110	x		Student has developed good relationships with staff in placement setting.
111	x		Student is trusted to do the job and enjoys a mutually respectful relationship.
112	x		Enjoys the placement setting and has been given employment there.
114	x		Student is treated as a staff member (inclusion).
115	x		Student and staff are treated equally and with respect.
120	x		The student does experience some difficulties with transport to clients.
121	x		Student has been unconditionally accepted and included into the team.
123	x		Student feels appreciated and sees changes brought about through own intervention with client base.

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Yes	No	Student's explanation:
B1		x	Lack of exposure to other things: court visits, home visits.
B2 (Jhb)	x	x	Pleasant to be placed in one's place of employment, but challenged by the lack of social work services and support in the placement setting.
B3	x		Student feels accepted and part of the staff at the placement setting.
B4 (Pta)	x		Non-judgemental support and assistance available to the student.
B5	x		Student enjoys encouragement and support from social work staff.
B6 (Polokw)		-	
B7	x		Because she is a social work student (<i>fit? Researcher</i>)
B8	x		Environment and atmosphere experienced as positive.
B9	x		Field of service (children) fits student's plans for post graduate practice.
B10		x	Tension experienced between co-workers, especially senior workers and students.
B11	x		Opportunity to integrate theory and practice.

B12	x		
B13		x	Environment no conducive to learning, some supervisors conceal their expertise.
B14 (Pta)		x	Student does not feel a sense of belonging in this placement setting, would rather be elsewhere.
B15		x	Staff members of placement setting are not working according to PCA.
B16	x		Student feels need to facilitate change and transformation within the organization, to facilitate greater cohesion among the staff.
B17	x		Has been entrusted with tasks, this makes student feel invaluable to the placement setting.
B18	x		Field of service (children) fits student's plans for post graduate practice.
B19		x	Although staff is friendly, student does not feel appreciated or valued.
B20	x		Warm acceptance of student.
B21	x		Supported with kindness by all staff.
B22	x		Accepted by social workers and given space for professional and personal growth.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Yes	No	Student's explanation:

Question 18:

What would you change about your placement setting?

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Student Comment:	Themes:
011	Take away “blue print” programmes. Children have to choose what they need to do and work with.	Different theoretical orientation.
013	-	
016	-	
017	Have a placement setting supervisor.	More support in placement setting.
018	-	
019	-	
022	Give reimbursement for (<i>practice related</i>)travelling expenses	Cost of practical work
023	More clients to be referred to student, and to be given more administration work	Clarification of student’s role and requirements lacking.
024	-	
026	-	
027	Shared office compromises confidentiality in non social work setting	Lack of resources Clarification of student’s role and requirements lacking.
029	Hire a social worker to support students in non social work settings.	Suitability of practice setting needs to be evaluated by UNISA
030a	-	
030b	Lack of availability of contact person and support for student.	Suitability of practice setting needs to be evaluated by UNISA
031	More information for school staff about the role of student social worker in the school setting required.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student’s role, responsibilities and requirements in the organization during placement.
032	More information about the role of student social worker in the placement setting.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student’s role, responsibilities and requirements in the organization during placement.
037	Additional outreach for client base identified by student.	Supervisor’s support to facilitate resolution of problem by student required
(038)	-	
044	More access to clients for casework	Supervisor’s support to facilitate resolution of problem by student required

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Student Comment:	Themes:
056	Students to be allocated to supervision groups before block placement.	Need for Direction

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Student Comment:	Themes:
069	Contact person must have interest in students and UNISA requirements and not make student's lives miserable.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
070	Social workers in practice setting not living up to social work ethics, values and norms.	As above, and/or: Supervisor's support to facilitate resolution of problem by student required
072	-	
073	To extend service rendering to include group work and community development	Suitability of practice setting needs to be evaluated by UNISA
074	To receive more professional mentoring.	Supervisor's support to facilitate resolution of problem by student required
075	To have all three modalities of social work practiced in the placement setting.	Suitability of practice setting needs to be evaluated by UNISA
076	-	
077	More interest in students' requirements.	Supervisor's support to facilitate resolution of problem by student required
080	Placement settings referral system. Student would like some of the case work to be handled internally.	Supervisor's support to facilitate resolution of problem by student required, and: Suitability of practice setting needs to be evaluated by UNISA

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Student Comment:	Themes:
049	-	
052A	-	
052B	Concern about method of intake not being client-centred.	Supervisor's support to facilitate student contribution to placement setting required
085	Offices are too small.	Lack of resources.
089	More supportive structure.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
090	Cut red tape and share all the work equally.	Supervisor's support to facilitate resolution of problem by student required
091	-	

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Student Comment:	Themes:
102	-	
104	Would like to see development programmes offered in school setting.	Supervisor's support to facilitate student contribution to placement setting required.
106	Would like to be able to offer monetary support to the placement setting and to see it grow to accommodate the long waiting list of patients.	Lack of resources, and: Supervisor's support to facilitate possible student contribution to placement setting required.
108	More comfortable counselling environment	Lack of resources.
110	Take away "blue print" approach and focus on peoples real needs.	Supervisor's support to facilitate possible student contribution to placement setting required.
111	-	
112	Teach clients not to be dependent	Supervisor's support to facilitate student's understanding of PCA required
114	-	
115	Change staff employment methods	Supervisor's support to facilitate students' contribution to placement setting required.
120	Placement setting should prepare an office for student	Lack of resources, and or: Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
121	Cut down on time spent on UNISA reports to be more available for work in the practice setting.	
123	Would like to see social workers in the practice setting engaged in more community work.	Supervisor's support to facilitate students' contribution to placement setting required.

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Student Comment	Themes:
B1	Placement setting is OK, but supervisor (<i>contact person, Researcher</i>) should be carefully chosen, otherwise students suffer.	Suitability of practice setting and contact person needs to be evaluated by UNISA
B2 (Jhb)	Would like to see a social worker employed in a non social work setting, to meet patient needs.	
B3	-	
B4 (Pta)	Start practical placement in Social work Level 3.	
B5	-	
B6 (Polokw)	Need for a phone in student social workers office to guarantee confidentiality for clients.	Lack of resources.
B7	The placement setting's theoretical approach	
B8	-	

B9	-	
B10	Lack of equal treatment and lack of appreciation of staff members/students.	Suitability of practice setting and contact person needs to be evaluated by UNISA
B11	Student to have ability to choose own clients.	Supervisor's support to facilitate resolution of problem by student required
B12	-	
B13	Change permanent staff members' notions of students	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
B14 (Pta)	The placement setting's theoretical approach	
B15	Staff in placement setting's attitude to and labelling of clients.	
B16	Communication channels for senior management, ability of staff to take ownership and to have self worth.	
B17	-	
B18	-	
B19	Would like to be assigned to supervisors (<i>contact persons, Researcher</i>) for all methods, who would check up on progress regularly	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and needs in the organization during placement
B20	Would prefer a community closer to the placement setting for community development work.	Suitability of practice setting and contact person needs to be evaluated by UNISA.
B21	-	
B22	-	

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Student Comment:	Themes:

Question 19:

What would you want to change about yourself to fit into the practice setting?

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Student Comment	Themes:
011	-	
013	-	
016	Good planning and more work.	Personal discipline
017	More knowledge, skills (techniques) and time.	Professional growth
018	More knowledge and experience	Professional growth
019	-	
022	Comfortable with self.	<i>Self Confidence</i>
023	To be more patient.	Personal growth
024	-	
026	-	
027	To ask staff in placement setting for what I want and tell them what I dislike.	Ownership
029	To communicate more with staff in a non social work setting, and to get involved with matters affecting practice setting.	Interpersonal relationship difficulties.
030a	-	
030b	To actively explore ways with management to manage client's need for family connection within the existing staff structure.	Identification of need.
031	To find ways to connect with staff so as not to feel unwanted and rejected.	Interpersonal relationship difficulties.
032	To manage personal anger and resentment towards security people employed in the placement setting.	Interpersonal relationship difficulties.
037	To be even more involved in decision making and planning of therapy.	Autonomy
(038)	To develop professionally.	Professional growth
044	Fits into practice setting.	<i>Self-confidence</i>

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Student Comment:	Themes:
056	Professional demeanour	Professional growth

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Student Comment	Themes:
069	Become a full time student to cope with study load.	Time management
070	Understand diversity in individuals and cope with being disappointed by others.	Personal growth
072	Need to be more patient and persuasive.	Personal growth(assertiveness)
073	To be able to cope with rejection by co-workers.	Personal growth (assertiveness)
074	To spend more time in the placement setting.	
075	-	
076	-	

077	Live closer to the placement setting.	Time management & practice related travel expenses.
080	Fit with practice setting.	<i>Self confidence.</i>

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Student Comment:	Themes:
049	-	
052A	Ability to separate dual roles of student and educator.	Professional and personal growth
052B	Change tendency to go against practice setting methods.	Professional growth
085	To acknowledge and respect differences in people (uniqueness).	Personal growth
089	Done a lot of work independently.	Personal and professional growth
090	Go the extra mile to assist wherever possible.	
091	General fit with practice setting, but need to set aside time to do reports.	<i>Self-confidence</i> but needs time management.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Student Comment:	Themes:
102	-	
104	Develop creative skills in working with small children.	Professional growth.
106	-	
108	Learn to speak fluent Zulu	Professional growth
110	Sees being at placement setting only for two days a week as a drawback.	
111	-	
112	-	
114	Would like to interact more.	
115	-	
120	Would rearrange days.	Time management
121	Would want to learn to take more initiative and be more bold and outgoing.	Personal growth
123	-	

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Student Comment:	Themes:
B1	Go with the flow.	Personal growth
B2 (Jhb)	Offer social work services in non-social work placement setting.	
B3	Stop being nervous and lacking confidence.	Personal growth
B4 (Pta)	Fits with practice setting.	<i>Self-confidence</i>
B5	To practice more field work.	Professional growth.
B6 (Polokw)	-	
B7	-	
B8	To practice and study theory.	Professional growth.
B9	-	
B10	To be more confident and assertive.	Personal growth.

B11	To be more patient, reliable and to participate more in placement setting.	Personal growth.
B12	-	
B13	-	
B14 (Pta)	To change own approach.	
B15	-	
B16	To let go of pivotal role played in placement setting, to enable other members to become involved in placement development.	Personal growth (Insight)
B17	To gain professional confidence.	Professional growth.
B18	To be more co-operative and less passive and dependant.	Personal growth.
B19	To be more confident and assertive.	Personal growth.
B20	To be more person-centred.	Professional growth.
B21	Good fit.	<i>Self confident.</i>
B22	Can fit in anywhere.	<i>Self-confident.</i>

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Student Comment	Type of Interaction with Community

Question 20:

What do you think UNISA could change to help students fit into practice settings (field work placements).

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Student Comment	Theme
011	UNISA should place students in practice setting from 1 st year of social work studies to assist with adaptation to the field.	Earlier fieldwork placement (1 st Level)
013	UNISA should place students from 3 rd Level in practice settings, because of time constraints to managing work and studies.	Earlier fieldwork placement (3 rd Level)
016	Social work Honours to be a two year course.	Two years for 4 th Level
017	More focused courses and preparation for practical work.	Curriculum changes are advocated to meet practice setting needs.
018	UNISA unsupportive at start of block placement, supervisors (contact persons) were briefed to late and personal contact with placement setting was not made.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement
019	UNISA should research placement settings before placing students there.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
022	Allow the block placement a year before, if possible. Have a general meeting with all the role players in which they allow the organization to ask questions and gain a general understanding of UNISA's expectations. Give exact outline at 3 rd year level of how many hours need to be spent at the organisation in 4 th year level.	1) Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement. 2) Concern about lack of equity regarding student involvement time wise in placement setting.
023	Be more hands on in the placements of students - visit the placements periodically to see if people are happy.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
024	-	
026	I think UNISA is very distant with the practice settings. It should try and visit the practice setting sometimes.	Lack of contact between UNISA and placement organization.
027	To negotiate for social work resources in non-social work placement setting, e.g. office, heater, furniture, playroom etc.	Minimum standards required regarding resources for students.
029	Give them (<i>the placement setting</i>) their (<i>UNISA's</i>) expectations and explain how the organization can meet those expectations.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and

		requirements in the organization during placement.
030a	UNISA to reduce number of reports for casework.	Workload issues.
030b	They (<i>UNISA</i>) have to first communicate with the contact person about their requirements.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
031	UNISA's report writing procedure is time consuming and adds to difficulty in managing workload (<i>summarized</i>).	Workload issues.
032	To stop appointing any person as a contact person who does not understand PCA but just because the person is social worker, they might not know what we are doing.	Suitability of practice setting and contact person needs to be evaluated by UNISA.
037	Professional service delivery (to students) and answering telephone calls. Also returning calls.	Communication with UNISA.
(038)	I think UNISA is coming alright in equipping students (<i>to</i>) fit into practice setting.	-
044	By outlining the expectations from UNISA to the organization.. <i>and vice versa</i> , ..where both parties sign so that during placement no-one should have absolute control over the other where it could disadvantage the other party.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement. Suggestion: Contract with placement setting.

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Student Comment	Type of Interaction with Community
056	Train supervisors, regular contact with Director, Manager and supervisor of student. Study material and registration of supervisor.	Lack of contact between UNISA and placement organization and lack of sufficient vetting and training of supervisors (<i>contact persons?</i>). Student confused about roles of contact person and supervisor.

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Student Comment	Theme
069	Understand the organization before placing students. Does contact person have knowledge of what is required for UNISA.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
070	Going to the organizations and introduce the students themselves to the contact person as well as their expectation from the organization.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization

		during placement.
072	-	
073	To call the contact persons before the block placement and tell them what UNISA wants their student to do, because you find that some contact person they are not aware that they are going to supervise the students.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement. Student confused about roles of contact persons and supervisors.
074	Have contact with the organization's contact person (at the moment there is none).	Lack of contact between UNISA and placement organization
075	Do not allocate/allow student to practice where the three social work modalities are not practiced.	Suitability of practice setting and contact person needs to be evaluated by UNISA.
076	We should have "practicals" from at least third year.	Earlier fieldwork placement (3 rd Level)
077	UNISA needs more placements in the Northern Hemisphere.	Overseas placement opportunities.
080	-	

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:		Theme
049	-	
052A	UNISA has done enough to help students fit into practice setting, <i>but should communicate more clearly about placements at the beginning of the year to avoid confusion.</i>	Communication with UNISA
052B	By preparing students to <i>find fit</i> with other approaches. <i>In a non-PCA environment student experiences resistance to the use of PCA.</i>	Lack of contact between UNISA and placement organization, and Lack of support from supervisor.
085	They must have specific institutions for their learners, more especially where PCA is practised.	Suitability of practice setting and contact person needs to be evaluated by UNISA.
089	Have clearer guidelines in order to offer more support, especially from the contact person's side.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
090	Continually speak to students.	Communication with UNISA
091	Do play therapy earlier, do report writing verbatim in 3 rd year, have workshops early in year so we have tools and knowledge before we start.	Curriculum changes are advocated to meet practice setting needs.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Student Comment	Theme
102	-	
104	Firstly, UNISA can start by interviewing the agency about whether they do need a student before allowing the student enter this	Suitability of practice setting and contact person needs to be evaluated by UNISA.

	environment. Student sometimes gets undermined.	
106	-	
108	UNISA I feel are supportive and ... thorough supervision of students and any workplace concerns are dealt with promptly and sensibly.	Satisfied.
110	I think the only thing UNISA can do is to negotiate the requirements and expectations with the organization because we had a problem of been given cases late and that delayed us from starting our reports.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
111	Practical work should be done earlier to make the students integrate theory into practice more easily.	Earlier fieldwork placement
112	Student must be placed earlier – maybe in 3 rd year.	Earlier fieldwork placement (3 rd Level)
114	They must place students in the second or third level as other Universities do.	Earlier fieldwork placement (2 nd or 3 rd Level)
115	Reduce number of workshops	Workload issues
120	All contact persons should attend UNISA orientation and be informed well of UNISA requirements.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
121	Less reports, the paperwork is too time consuming, less workshops due to travelling difficulties.	Workload difficulties.
123	Compared with other institutions UNISA is doing very well and we are the best student social workers the organization can get. But the reports in case and group work are too much.	Workload difficulties.

**COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS
= 22 (Numbered by researcher B1 – B22)**

Questionnaire No.:	Student Comment	Theme
B1	Provide contact person with training about UNISA's expectations, since either are from University of the North, Natal or Venda.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
B2 (Jhb)	-	
B3	To give the organization less information about the expectations and task of the student.	?
B4 (Pta)	To visit our placement.	Lack of contact between UNISA and placement organization.
B5	-	
B6 (Polokw)	UNISA could change the approach.	Curriculum change.
B7	-	
B8	To have classes for lecturing students.	?
B9	-	

B10	Supplying the organization with the theory that UNISA students use.	Lack of contact between UNISA and placement organization.
B11	Allow students to choose their own organizations.	
B12	-	
B13	To prepare us for 4 th level. This is because I found that 4 th level involves new things that we haven't done at 3 rd level.	Curriculum change.
B14 (Pta)	The PCA, because it is not used in many organizations.	Curriculum change.
B15	To explain the expectation to placement organizations and reach an agreement before placing students.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
B16	I think UNISA could become more involved with placements, advertise to institutions and organizations.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement., and: Suitability of practice setting and contact person needs to be evaluated
B17	Make students start practical work at least in third year.	Earlier fieldwork placement (3 rd Level)
B18	If they can be introduced at the 3 rd level to the organization that they are going to be placed at.	Introduction to field work placement in 3 rd level (<i>block placement?</i>)
B19	If they can allow us to deal with the theory first and write our exams in the May/June examination period and then focus on our "practicals" during S2.	Change to planning of timing of Curriculum.
B20	Too lessen the workshops and assignments because its too much.	Work load difficulties.
B21	I think UNISA should organize that it's students start at 3 rd year level with their in-service training.	Earlier fieldwork placement (3 rd Level)
B22	For this organization UNISA does not need to do anything.	Satisfied.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Student Comment	Theme

Question 22:

Describe a typical day in your life as a student in your practice setting.

(Note: This question was often misinterpreted by the students).

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Typical Day	Other Answer
011		Appreciated by organization for change in client since student intervention started.
013	-	-
016	-	-
017	Sessions and reports.	
018	Mondays & Tuesdays: Case work Wednesday follow up on community project and do group work.	
019	14h00 Study books to prepare for case and group work. 15h30 Meeting with clients 18h00 Write reports 22h00 Sleep	
022	I would enter give my contact person briefing of my day before. I will ask if there is something specific they want me to do, usually admin, or write reports etc. If there is nothing, I will start doing home visits and address the issues as they came up. In between we will arrange medical care for the children.	
023	When I come in I report to my contact person, check if there are cases that I can work on, then (I) call the other social workers to make them aware that I am available for referrals. In between I read and study literature in the office.	
024	Do intake and after 1h00 go out for home visit and do admin work.	
026	I think that the workload that I have as a student is preparing me because there is too much administrative work at the practice setting. It really needs a good time management in order to cope.	
027	Wednesday	
029	I sign in, go to the office, in-form my client that I would like to see them. See them on break or when they have a free period. Explain to my contact person the progress with all the methods that I'm doing. Then I write report and if there is a staff meeting, I attend.	
030a	-	
030b	I am working five days as an auxiliary social worker. Social work is too demanding. At correctional with their families I have to write letters from the Department to indicate the whereabouts of the offender.	
031		During block placement student experienced difficulties in being accepted by the non-social work placement setting without papers from the Government

032		Department concerned. Student found dealing with traumatized clients initially very threatening.
037	0800-0900 Panel Meeting. 9h30-13h00 Group Therapy(with breaks) 13h30 – 16h00 Individual therapy	
(038)		Student found first day confusing but adjusted due to UNISA training.
044	Writing reports on my projects, visiting and monitoring progress at the service centre.	

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Typical Day	Other answer given:
056	Morning: Start intakes, home visits, identification of beneficiaries for social relief, case-, group or community work. Afternoon: Typing of reports and other administrative duties relevant to the work.	

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Typical Day	Other answer given:
069	-	
070		We were in the meeting for children's conference and the social worker told us as students that we do not want to get involved in anything, while they are also not informing us of the programmes they are doing.
072		It is stressful, because people sometimes don't keep appointments.
073		I ask one of the social workers about the other student she was supervising, because the student was not coming to the office for a week. She told me that if I want that student, I must phone her, I must not ask her. I was feeling pain and disappointment.
074	Staff meeting (I take the minutes) Group therapy (I observe) Casework (my client) Group work (my group) Casework (my client)	
075	-	
076	Doing telephonic intake, home visits, writing reports and conducting a group.	
077	I answer the phone if the case worker is out. I fill in and assist with admin and office work if necessary. I liaise with caseworker regarding the	

	client and the sessions.	
080	Conducting telephonic interviews, following on foster care application forms, screening prospective foster parents, conducting home investigations.	

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Typical day.	Other answer given:
049		It has been challenging and also a learning experience for the student. I discover that there is more work and less social work.
052A		It was overwhelming at first but became better as we attend workshops and start doing contact making – doing case-work, group work and community work. It became even more better when I listened to their generative themes. I also learnt about respecting clients, confidentiality and uniqueness of clients. It's good to see the group cooperating.
052B		I still want to work in the social work field and I have become even more determined to despite the unfavourable conditions and the lack of resources. I still think that my contribution will be significant in this field.
085	-	
089	When arriving at work I start with daily activities however every day is different. Seeing clients, doing administrative work and running children's groups.	
090	Attending meetings, calls, clients, doing reports, planning for workshops.	
091	Arrive at work and as I'm a permanent employee, I do my daily work – as group secretary. in the afternoon I do counselling. I sit in on therapy meetings and do stats.	

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Typical day:	Other answer given.
102	Get to the office, say good morning, have a small chat. It is Monday. I have supervision with the contact person. It depends on what was planned then I carry out those particular things.	
104	I am required to submit my reports both at UNISA and at the organization. Facing parents with children who are misbehaving and blames it on the educators, it's a typical day for me.	

106	Sit in group therapy session in the morning. Tea and casual chatting with in-patients (how they are doing – building relationships), meet with contact person – to discuss my case, group, community work – do my casework interview with individual –Lunch – Meet with action group of community project – Discuss with supervisors, administrators about matters concerning my cases and community work.	
108	Because all my practical work (group/community/research) is being undertaken at the prison, I will start off at the organization. Meet briefly with staff for updates/instructions/feedback and spend until midday at the prison. Rest of day is at the Centre, where I do my counselling, feedback to my supervisor/contact person and admin. Work.	
110		During the case conference, students are treated like outsiders sometimes.
111	I usually attend the clients, especially intakes and sometimes help facilitator in sorting, punching and binding the organizations brochures for educational programmes on children with disabilities.	
112	I attend clients at the day centre, I also do admin. Work.	
114		First day in the organization, where I didn't know what to do, what to say, it was very hectic, even the contact person, staff members, manager were acting as if I'm not even there.
115	-	
120	1, Attending workshop at the agency's request together with my contact person. 2. I felt honoured to be sitting and orienting one of the UNITRA students. 3) Case work, compilation of Sec.16 report for statutory supervision.	
121	Monday: 7h30 Staff Meeting, 08h30 Prayer, 09h00 Supervision (UNISA), 10h30 Tea, 11h00 Interviews, 13h00 Lunch, 13h30 Home visits, 15h00 Report writing, 16h00 Report writing, stats. 16h15 Home time.	
123	Tuesday: Clients and care givers come for application of foster grant. Young girls come in for counselling after traumatic experiences. Other caregivers come in for emergency food vouchers.	

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS
= 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Typical day:	Other answer given:
B1		Death of abandoned child.
B2 (Jhb)	Helping clients with both medical ailments and fundamental human needs.	
B3		My first day in the organization on the meeting with the staff members whereby they were introducing me.
B4 (Pta)	Workload – to do the organization work and UNISA reports and assignments.	
B5		I enjoy working in the field I been studying since first year.
B6 (Polokw)	-	
B7	-	
B8		I was nervous, afraid, because it was the first time making an interview with a client.
B9		Three or four days per week.
B10		Well, I could not say that it was a typical day as a student, but as I am employed as an auxiliary worker, it was difficult for me to remove a mentally ill patient to the relevant facility, all the procedures to be followed were new to me.
B11	Arranging community work by doing contact making with the community.	
B12	-	
B13		The day I started community work, because I was enjoying it.
B14 (Pta)		The day I was with a patient which is mentally retarded and I thought it is impossible to counsel the retarded person.
B15		When I had to intervene, when the school wanted to demote one of the clients from Grade 7 to Grade 6, because she was not coping. I had to intervene by placing the client at an Afrikaans school, because the language was the problem that made the client not to cope.
B16	First day of my placement people seemed extremely interested in my area of study. My normal day consist of counselling, motivational activities.	
B17		The first day of my practical work made me feel important and respected because I was introduced to the staff.
B18	When I am doing my group work at school and seeing the children expressing what bothers them.	

B19	Doing home visits, conducting a group session, shopping for the one-stop service Centre, seeing clients for sessions (counselling). Filling in applications for accommodation.	
B20	I had to travel for a long time to do community work and when I was back, I found 2 clients waiting for me.	
B21	-	
B22		Very confident and looking forward to work as a social worker.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Typical day:	Other answer given:

Question 23:

Is your family supportive of the demands of your placement setting? If YES explain how/if NO, discuss obstacles.

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Student Explanation to YES answer.	Student Explanation to NO answer.
011	If I have no transport money, they help by giving me something to travel.	
013	They help me with the house chores and I am able to do my assignments and my reports.	
016	They always call me to see how I am doing, and they look after my son.	
017	No responsibilities, where I am really needed.	
018	My husband is the headmaster at the school, but has never given me preferential treatment. He is a considerate and understanding as he is of the rest of the staff.	
019	My family give me support to do my studies.	
022	They assist where they can. They will try to make things easier in ways of relieving me from my day tasks in the house like, washing, preparing food, etc. Is in total supportive and show interest in all facets of my studies. This helps a great deal.	
023	They support me emotionally, try and help me with housework and I always offload on them when I feel I cannot cope emotionally.	
024	They help me financially and encourage me to study hard.	
026		Because of the workload, I am unable to manage both my studies, work and house work. So my family seem to be not understanding because even though I have tried to explain to them and ask them to support me by helping with the house work e.g. cooking, washing and cleaning, they sometimes leave everything for me to do. I have explained to them that it will only be until October but still they feel that it is my responsibility and that causes a lot of stress at home.
027	They wash and cook for me so that I can cope with the stress of my studies.	
029	They are checking on how I am progressing constantly, by phoning and asking about how I'm coping. If I feel stuck, they encourage me to continue.	
030a	Sometimes you will find that kids in the Centre are not controllable and you have to try to make him/her to be controllable. So when I go home my family	

	will support me and encourage me with my work.	
030b	My father, e is a supportive man. He had hired somebody who can cook for me and clean the house. He also want to know if I'm still having money for transport, because Bavianspoort is far from Mabopane.	
031		I am a single person, my brothers and sisters are too far away from me, even if they were near I don't think they will have space in their families schedule, because they have their own families and children whom they must take care of and support where necessary. Here in Pretoria, I came alone as a student pursuing some career so that I may have a better future. Up to so far I have not achieved my objectives; I am studying and working at the same time.
032	My family is supporting me emotionally and they are desperate to see me being a professional, because in our family there is no one. There is no financial support they are providing, but I feel they are important to be there for me.	
037	My wife and family support my studies emotionally as well as financially.	
(038)		Because I was expected to do home chores.
044	I can't make family gatherings, because of the work load. They do understand why I cannot be there.	

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Student explanation of YES answer:	Student explanation of NO answer:
056	They give me emotional support and make things at home very easy for me as I have to work sometimes overtime to complete tasks.	

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Student explanation of YES answer:	Student explanation of NO answer:
069	They help in daily chores at home for me to get time for UNISA's work.	
070	Telling them my frustrations, and they are always there to listen.	
072	My husband helps me by giving me time to study and explains things that I do not understand.	
073		I am self supportive, because I am staying with my two uncles. They come home late. Sometimes I do not see them for a week because I stay in a

		Mokhukhu (shack) in the same yard.
074	It is only me and my husband at home. He is very understanding – but he is living his own life!	
075	I go where ever, they do not complain.	
076	My wife gives me a chance to study and she is not demanding.	
077	Assist with family responsibilities and finances.	
080	They support me financially. They present me with moral support.	

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Student Explanation to YES answer.	Student Explanation to NO answer.
049	My family supports me with finance to travel twice per week to the agency.	
052A	I have to do my practical after school, until 17h00, and still travel 60kmh. Sometimes I get home late (19h00). They do understand and respect my decision and choice. They support me and do appreciate that I can handle two things at the same time.	
052B	My family is unreservedly supportive of the demands of my placement setting. They provide me with enough transport fees to be there on time for meetings, etc. I was also relieved of my house chores in order to get enough time for getting work and studies done.	
085	They do household for me and cook. I just need to do school work.	
089	My family is 100% behind me and very supportive. They allow me the space and freedom that I need in order to complete my studies successfully and they are understanding that it is stressful and time consuming.	
090	My kids understand and give me co-operation.	
091	My family is 100% behind me . My parents stay with me so when I'm late or need to do UNISA work, supper is made and I'm allowed freedom and space to work.	

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Student Explanation to YES answer.	Student Explanation to NO answer.
102	They provide money and give me time to study and listen if I just want to talk.	
104	My husband, children and grandchildren know how passionate I am of becoming a social worker. I get all their support. Understands if I can not attend social functions. My husband especially has been my greatest support. He just finished his masters in African Culture – so he understands my workload etc.	
106	Sometimes when you get home, you just want to	

	debrief about certain issues. My parents listen and are very supportive. They may talk about similar experiences but they help to just release.	
108	I receive much encouragement from my children. My husband unfortunately is feeling neglected as I have little time for anything else in my spare time, (with other home commitments).	
110	My family supports me financially for transport, they also show understanding when I'm always panicking because of the work load.	
111	They help in taking care of children and cleaning the house, so that I could not be disturbed with my work.	
112	My family does everything for me, I do not cook or do any house chores.	
114		I do not have family here.
115	They are supportive because they keep my child when I'm attending and when I'm doing my reports and assignments.	
120		I am on my own and live separately from my family.
121	Yes but they do wish that it didn't take so long. They can't wait to have me back home.	
123	My mother helps me with children.	

**COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS
= 22 (Numbered by researcher B1 – B22)**

Questionnaire No.:	Student Explanation to YES answer.	Student Explanation to NO answer.
B1	They listen to me and respect what I tell them every day.	
B2 (Jhb)		Not gaining much experience, little exposure to social work issues.
B3	They encourage me to go on, asking if I'm comfortable, help me to do things right, e.g. coming early in the organization and the way I have to dress.	
B4 (Pta)	They support me financially when going to the organization.	
B5	They want to see me being a qualified social worker.	
B6 (Polokw)	My family supported me until the organization paid me in June.	
B7	They always ask me if I am coping.	
B8	Because they give me money for travelling to the organization.	
B9	They supported me financially for two months until I earned a salary.	
B10		Not so much, I have a lot to handle as a parent, wife and student. Sometimes it becomes too much to handle.
B11	They support me with money, emotional support and encourage me to read more.	
B12	Through their encouragement and motivation.	

B13	There was a time when I wanted to quit due to transport as the management of the organization told us not to be in government cars. I supposed to use a taxi to Hammanskraal, where they placed me. My family supported me and encouraged me to continue with my studies.	
B14 (Pta)	They help me to prepare for my day and they always wake me if I am late.	
B15	They give me time to do my school work.	
B16	Help with transport expenses.	
B17	They give me time to do my work and help me in looking after my children.	
B18	I do not live with my family – even though they are far away, they are supportive.	
B19	They know that I have to be in at the organization as early as 07.30. They help me to be on time.	
B20	They meet my financial needs.	
B21	Because they give me time to concentrate on my school work, they help me with my chores.	
B22	Giving me time and transport to go to my placement. They are interested in my work.	

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Student Explanation to YES answer.	Student Explanation to NO answer.

Question 24:

What else do you think we need to know about your practice setting?

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Student Comment	Theme
011	Contact person very supportive.	Supportive
013	Own office, confidentiality observed for work with clients.	Resources present
016	Sometimes too much work given to students.	Workload onerous
017	-	
018	-	
019	-	
022	4 th year very dynamic. Find ways to divide some of the work load between 3 rd & 4 th year e.g. starting community work in 3 rd year, and maybe research finishing off mid-year 4 th year. Can't see how working full time and studying 4 th year can work!!	Work load onerous. Curriculum change.
023	-	
024	Focus (is) on foster care, lacking in other social work modalities.	
026	-	
027	They involve every person who wants to help, including social auxiliary workers from other institutions. Problem: insufficient office space to accommodate everyone.	Resources lacking
029	Nice place, flexible – but should be a focus for students.	Lack support.
030a	Social workers in organization are supportive and wanting to see student succeeding.	Supportive setting.
030b	Juvenile offenders are not cooperative. Some jump the fence to maximum and medium centres to go and collect cigarette and dagga and they are not allowed to do that.	?
031	Conflict in non-social work setting with substitute teachers over role of social work student.	Clarification of role.
032	I am doing practical work in my work place – it is difficult for members and some management to accept change of roles from junior member.	Role confusion.
037	Great atmosphere – excellent support.	Supportive setting.
(038)	Conducive and co-operative environment.	Supportive setting.
044	It is an old age home situated in Mamelodi East, catering mainly for the black and coloured community.	

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Student Comment	Theme
056	That I help with other group work and community work of the organization.	Involvement

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Student Comment	Theme
069	Please keep in touch with contact persons and make sure you spell requirements of UNISA out to them to avoid misunderstanding.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding

		student's role, responsibilities and requirements in the organization during placement.
070	When we arrived at the organization, they tell us we will be working like social workers, but, they make decisions about our clients without involving us or wanting to hear our feedback.	Lack of support
072	It is very hectic.	
073	I want to know more about what happens when a client get an accident in a taxi and when she use a taxi she always think of that accident.	Lack of supervision
074	There should be more control over the student in the practice setting.	Lack of supervision and support.
075	-	
076	-	
077	-	
080	There is a lot of work in the practice setting and few to do it.	Lack of resources.

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Student Comment	Theme
049	Too much to do and too few social workers. Need more students to assist.	Lack of resources.
052A	Students attitude has encouraged others to think of a social work career.	Attitude to practical work.
052B	The hospital practice setting allows for good networking with other units, including HIV/AIDS where there are medical social workers.	Supportive setting.
085	School social work is easier because clients are always available.	Resources available.
089	I work there on a daily basis (5 days a week).	Dual role.
090	-	
091	Student has been involved with the organization for a long time, in both an employee and volunteer capacity.	Supportive setting.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Student Comment	
102	In tune with most things.	
104	Organization lacks physical resources, but is doing something about it.	Lacks resources.
106	A great place to start (non-social work setting), but would need to change to an organization.	Good starting point
108	UNISA should always send students to Life Line because of the very broad and challenging experience.	Good overall learning experience.
110	Contact person is very supportive, welcoming and approachable.	Supportive setting.
111	The organisation's staff is very helpful, supportive and organization is community oriented.	Supportive setting.
112	Contact person helpful, work is community oriented.	Supportive setting.
114	Students should be treated with more respect – they too have	Unsupportive setting

	experience.	
115	Some of the things learned at UNISA are not used in the practice setting.	Curriculum
120	The organization appreciates placement of students, but UNISA needs to make sure the contact person understands UNISA requirements.	Lack of contact between UNISA and placement organization.
121	This placement can definitely be used again, because of the supportive attitude of staff.	Supportive setting.
123	Excellent organization with good management and teamwork.	Supportive setting.

**COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS
= 22 (Numbered by researcher B1 – B22)**

Questionnaire No.:	Student Comment	Theme
B1	Contact person must know the expectations of UNISA.	Lack of contact between UNISA and placement organization
B2 (Jhb)	Placement setting offers health services, not social work services.	Suitability of practice setting needs to be evaluated by UNISA.
B3	Student sometimes feels threatened and isolated.	Lack of support.
B4 (Pta)	-	
B5	A lot of instability because duration of clients' stay in organization determined by court.	Supervisory support required.
B6 (Polokw)	I know the organisation works.	
B7	-	
B8	I want to know more about presenting the client in court.	Curriculum.
B9	The youth abscond everywhere, girls to meet their boyfriends, while boys go to buy dagga in the community. They go through holes in backyard.	Lack of supervision.
B10	-	
B11	Experience unfairness in organization. Not allowed to use stationery, phones or transport.	Lack of contact between UNISA and placement organization, leading to lack of clarity regarding student's role, responsibilities and requirements in the organization during placement.
B12	-	
B13	-	
B14 (Pta)	The way the organization operates.	Lack of contact between UNISA and placement organization
B15	-	
B16	Helping organizations, who are exploring participatory developmental tasks.	?
B17	Clients are treated with respect, regardless of their disabilities and that makes them feel important and respected.	Supportive environment.

B18	To ask the student how they experience where they are placed. How the contact person are treating the students.	Lack of contact between UNISA and placement organization
B19	-	
B20	There is a lot of travelling and it is expensive.	Lack of financial resources.
B21	Interesting and very useful placement.	Supportive environment with learning opportunities.
B22	A very good placement with opportunities for social workers to help.	Supportive environment with learning opportunities.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Student Comment	Theme

PART 3 OF PRACTICAL WORK SETTING QUESTIONNAIRE COMPLETED BY FOURTH YEAR STUDENTS IN 2007 :

PROFESSIONAL SKILLS PARTICULARS.

Question 25:

Did you find that your UNISA training over the past three years equipped you to meet the demands of the practice setting.

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	YES – describe what in the curriculum proved most effective to you in the practice setting.	NO (N) /PARTIALLY (P) - what other training might have been useful before entering practice setting.	WAS ANYTHING IRRELEVANT TO PRACTICE SETTING?
011	PCA suits every context.		
013		(P) Demands of Dept. of Social Development differ from expectations of UNISA – meeting required.	No: Everything was related to practice and PCA is in my blood.
016	It helps me to be independent.		Everything was relevant.
017		(P)PCA = good values, but I DON'T think it is enough to work with people- sometimes I feel I do not know what to do. -Child play therapy, activities for working with people (especially children), ways to structure interview within Prop. 7 of client still. More techniques.	Too much focus on PCA.
018		(P)I would have liked to have learnt a little bit about a lot of different theories and counselling methods.	Not irrelevant, just a waste of time with too much repetition – boring! <i>Fourth year should include more work done in the master's year.</i>
019	Currently I can handle the real situation in practice.		
022		(P)Although I knew a great deal due to my UNISA training, lack of knowledge about Statutory work was a big gap for me. Procedures for removing children, looking at adoption etc. Not necessarily to be study material, but provided to read about.	First year modules irrelevant to social work: Business management, English. <i>I feel that they can develop short courses focusing on social work issues which will help us or give us insight.</i> Self-assessment assignment irrelevant.
023	I think PCA equipped us, especially me in particular, in dealing with clients without taking		

	responsibility for the decisions that clients make, and the same values I can apply with the staff at work, and also take responsibility for my studies. It has also equipped me to deal with the practical setting, because I am now proactive and do not sit back and expect people to notice me.		
024	I have the skills which I use everyday when I am with clients.		Admin. Work.
026	The person centred approach, skills, basic conditions and social work values has equipped me a lot.		
027	Third year work.		
029		(P) Crises work and statutory work.	
030a	The way we practiced the modalities proved useful in the organization.		
030b		(N) 20 reports for casework is too much work. Please reduce it.	Some workshops were irrelevant where facilitators were not person-centred and did not focus on the objective of the workshop.
031	Communications skills, values and PCA knowledge and how to apply this in practice.		Sociogrammes are unhelpful and of no value in helping people.
032		(P) We only know about skills, values and propositions and are not given enough experience. We should start from 2 nd or 3 rd year level with practical work. We would have known about process notes.	I don't understand the purpose of community work.
037	PCA is universally applicable.	Very little is taught about mental health (e.g. DSM IV)	Community work not really relevant.
(038)	PCA most effective in that I am more understanding of people and I know how to approach and work with them.		
044		(P) Work is overwhelming, I feel that students should be placed from 3 rd Level (<i>in practice setting</i>), to prepare	<i>Otherwise UNISA has prepared students well for social work practice</i>

		them for workload of 4 th level.	
--	--	---	--

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	YES – describe what in the curriculum proved most effective to you in the practice setting.	NO (N) /PARTIALLY (P) - what other training might have been useful before entering practice setting.	WAS ANYTHING IRRELEVANT TO PRACTICE SETTING?
056	Social work modules: Skills and values Community work Group work Casework & Management		No

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	YES – describe what in the curriculum proved most effective to you in the practice setting.	NO (N) /PARTIALLY (P) - what other training might have been useful before entering practice setting.	WAS ANYTHING IRRELEVANT TO PRACTICE SETTING?
069	Skills, values and theory are most important on a daily basis – cannot do job without them.		
070		(P) We should be placed for practicals in our first year. Being placed only in fourth year is too demanding.	No.
072		(P) People are more dynamic than I thought before.	No
073	I have learnt basic communication, values and propositions – applying theory in real life now.		
074	PCA, Case work, Group work and Community work		Plenty – because addiction treatment is so specific.
075	I learned a lot through the person centred approach		
076	Workshops and Supervisors.		Verbatim reports because they are not being used in practice.
077		(P) More practice work in 2 nd or 3 rd year.	
080	The PCA theory is the cornerstone.		

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	YES – describe what in the curriculum proved most effective to you in the practice setting.	NO (N) /PARTIALLY (P) - what other training might have been useful before entering practice setting.	WAS ANYTHING IRRELEVANT TO PRACTICE SETTING?
049	Group work, case work, community development.		None
052A	Case work: values &		No

	propositions; group work: not to dictate, but support and share; Community work: participation, empowerment and themes of action		
052B	Curriculum and PCA has proved to be most effective and enriching. Growing self-understanding and confidence paving way to skilful intervention.		
085		(P) For block placement we need a month not a week.	
089		(P) In working with children, I would have appreciated more attention being given to teaching us about this field.	
090	Management module	Dealing with difficult staff in placement setting.	
091		(P) More practical work is needed. Report writing skills. Training to work with children. Other schools of therapy, so that we can choose what best suits us and use other methods. Statutory work and processes: adoption and removal of children.	No

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	YES – describe what in the curriculum proved most effective to you in the practice setting.	NO (N) /PARTIALLY (P) - what other training might have been useful before entering practice setting.	WAS ANYTHING IRRELEVANT TO PRACTICE SETTING?
102	All the theory		No
104	UNISA training helped me to achieve the challenge of unconditionally accepting and believing in the potential of drug addicts to change, develop and grow into viable citizens.		
106		(P) Entering practice setting should start in 2 nd year. This would help with practicing skills and integrating theory.	No
108		We could be better equipped in so far as statutory work is concerned, better preparation for preparing a budget.	No
110	The approach we are using		No

	assists with personal growth and understanding uniqueness of people. Self study builds independence.		
111	Communication skills, values and propositions. PCA helpful in understanding the client and building the relationship.		No.
112	Skills learned in community work module.		No.
114	Yes.		No.
115	Yes	Training where we are exposed to the community before we train the community.	No.
120	PCA theory makes a difference in therapeutic intervention.		No.
121		(P) We need more training in statutory work. I had no idea about the different reports (section 16(2), 34, 36 etc. Our mentor had to teach us.	Sometimes workshop content was too repetitive.
123	PCA skills come in handy when dealing with clients.		

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	YES – describe what in the curriculum proved most effective to you in the practice setting.	NO (N) /PARTIALLY (P) - what other training might have been useful before entering practice setting.	WAS ANYTHING IRRELEVANT TO PRACTICE SETTING?
B1	I am ready to face the work environment.		Repetition in workshops.
B2 (Jhb)	Learning the theory first, role plays in the workshops, compiling community profiles, the work ice breakers.		
B3	I am able to meet with individual members and use my theory without being afraid.		
B4 (Pta)	Following PCA methods makes people to realize their own self.		No.
B5	Social work and Psychology		No.
B6 (Polokw)	UNISA equipped me because there is not something new that I'm doing in my practice placement, except finding		

	shelter and food vouchers.		
B7		(N) We must be exposed to practice work earlier.	Awareness walk did not help me. Workshop attendance when you do not have real life interview is time wasting.
B8		(N)	
B9	It helped me by connecting me with fellow students and lecturers.		No.
B10	As most clients, who come to social workers, need counselling, UNISA equipped me very well.		
B11	The use of communication skills helped me as a student to be able to handle clients in the practice setting.		
B12	Training given helps with practice.		No.
B13	Case work, group work and community development.		No.
B14 (Pta)		(P) Teach us more about what organizations expect us to do in the placement setting.	I found myself doing gardening, when I thought I would be working with people.
B15	Propositions, values and skills (Basic and advanced).		No.
B16	Communication skills, assisting me in becoming PCA in many ways. Breaking cultural barriers.	More in depth training in 2 nd and 3rd year.	No.
B17	Skills, values and propositions learnt in theory are very helpful in interaction with clients.		No.
B18	The way UNISA is structured prepares us for independence, and gives us confidence.		No.
B19	Skills in empathy, advanced empathy, listening and attentiveness and the social work values.		No.
B20	Third level on writing reports and community work.		No.
B21	Visiting welfare organizations from first year of study.		No.
B22	PCA helps even in relationships with other workers.		No.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	YES – describe what in the curriculum proved most effective to you in the practice setting.	NO (N) /PARTIALLY (P) - what other training might have been useful before entering practice setting.	WAS ANYTHING IRRELEVANT TO PRACTICE SETTING?

Question 26:

What is your understanding of ethical practice in your practice setting. Please illustrate with examples from your observations in the work place.

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Student's Understanding	Student's Example
011	-	Working with real clients.
013	I have to work within institutional policies. The social worker has a primary obligation to render services professionally. The social worker shall recognize and take into account his/her personal and professional limitations.	-
016	It is unethical to discuss with contact person about the clients.	-
017	Don't tell the teacher everything that went on in interview. Don't discuss children in front of them.	-
018	All matters governed by the South African Schools Act. (SASA).	
019	-	People in practice setting are practicing social work on ethical basis.
022	To practice with respect for your client, not to gossip about your clients, to believe in your client and his/her ability to grow.	-
023	Ethical practice means dealing with clients and colleagues in a manner that is fitting, with respect and honouring the confidentiality that they entrust you with. It means treating the clients in an Ubuntu way and upholding the values of Social Work.	-
024	Respect clients and practice confidentiality.	When you respect a client they feel important and capable of changing their lives.
026	Respect and non-judgemental.	-
027	Relationship towards the client, employer, co-worker, toward the community.	-
029	You have to respect confidentiality of your clients, you should not share your clients stories with other people unless your supervisors.	-
030a	My relationship towards my contact person, towards client/offenders and official members.	-
030b	To make sure that I maintain the confidentiality of the clients and not to compare one client with the other. To regard every client as a unique person with his/her own needs, emotions and interests. And that I don't have to impose	-

	my values to any person.	
031	I found that it is illegal to attend or reveal clients' history to other members because they like to ask why that boy came to you, does he have a problem.	-
032	Respect, individualization, self-determination, confidentiality.	-
037	Ethical practice is a way of behaving professionally when working with people.	For example: Being honest and confidential, as well as respecting people is the priority in the work place.
(038)	Being ethical means following a code of conduct set by the organization and ethics that govern the social workers (e.g. SACSSP).	-
044	You have to abide by the rules and work according to the standard set by the SACSSP, Constitution and Acts .. <i>governing the profession.</i>	-

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Student's Understanding	Student's Example
056	-	-

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Student's Understanding	Student's Example
069	-	-
070	Respecting our clients. The organization says children come first.	-
072	Needs people's culture understanding.	
073		Some social workers are not using PCA in their counselling. They are not using the skills and values of PCA. They shout at their clients.
074	Confidentiality, respect, house resident rules, group norms and rules.	-
075	-	-
076	-	-
077	-	-
080	The worker should be honest with the client. The worker should put the clients first.	

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Student's Understanding	Student's Example
049	Punctuality, Respect for clients and seniors, confidentiality.	-
052A	I have to hold clients secrets confidential, trust, respect and not to be judgemental. Be empathetic, be genuine, empowering clients. Believe that their frame of reference is good. Not to impose my	-

	belief on them – use unconditional positive regard.	
052B	-	There is a problem with confidentiality, this is due to a lack of offices, where several social workers share the same office.
085	-	There is respect. People are respected and there is a little bit of confidentiality.
089	Confidentiality of case loads.	-
090	-	-
091	Doing what is right for the child - i.e. not letting child's HIV status be known, when to start child on ARV's and ... it's not beetroot to them.	We have an ethics section in each committee (HR, Marketing, Finance, Child Development and Research).

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Student's Understanding	Student's Example
102	-	-
104	-	-
106	-	Confidentiality is maintained. Drug addicts are treated with respect and dignity
108	Confidentiality, respect and unconditional positive regard.	Being an organization that offers telephone/face-to-face counselling it is of utmost importance that all counselors uphold their ethics.
110	-	They do uphold social work ethics and they have their policies like what they expect the workers to do.
111	-	-
112	-	-
114	-	-
115	-	A notice of three months is required.
120	-	It is unethical to gossip about colleagues to the same community they are both serving.
121	-	In our agency, we may for example not remove a child from its parent's custody (if necessary) before a form 4(A) has not been completed.
123	-	One old lady came to the office, she wanted the organization to assist her with money to pay for full birth certificates. She was also getting old age pension together with her husband. The organization does not allow anyone to pay for a client. I was tempted to rescue her but then remembered my ethics.

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Student's Understanding	Student's Example
B1	-	-

B2 (Jhb)	Maintaining a professional status, efficient practicing, accountability, batho pele principles, client's rights, reason analytically and critically.	-
B3	Confidentiality – the use of confidentiality within the field and recognizing people as human being proves to be professional.	-
B4 (Pta)	Respect every individual's perceptions. Real to who I am.	-
B5	-	They do practice professional ethics, because they also respect the client's rights.
B6 (Polokw)	-	
B7	Respect and unconditional positive regard.	-
B8	-	
B9	Working with real clients and applying theory into practice.	To bring a change to the client, e.g. to accept his/her unsymbolized experience.
B10	Respecting clients and co-workers.	
B11	My ethical practice, e.g. respect, acceptance, uniqueness and congruence are important because through ethics people are able to share their experiences.	
B12	-	-
B13	-	-
B14 (Pta)	-	In our workplace there is something of calling people as patients.
B15	-	-
B16	-	Not very ethical.
B17	-	People are treated with respect and confidentiality.
B18	-	The respect of the people we are involved with in the community.
B19	-	One has to ensure that sessions are conducted under confidential circumstances, and know the Act that governs the practice, for one not to be caught in a difficult situation, when faced with rebellious members of your clients family.-
B20	-	-
B21	-	At my organization they follow ethics in so many ways.
B22	Respect for clients.	No pictures allowed to be taken of patients in the wards.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Student's Understanding	Student's Example

Question 27:

Would computer skills training in your first/second/third year have been a necessary part of the curriculum for fourth year social work students?

Explain your answer:

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Y	N	Student's explanation:
011	x		Because I am struggling to write my reports and the organization works faster.
013	x		Because you need to do thorough work like typing the minutes and the reports, it is a necessity.
016	x		In the workplace everything is supposed to be typed and other messages are received through the internet.
017		x	Perhaps Excell, and Power point for presentations.
018		x	Students must learn this skill in their own time.
019	x		It would help me to type my own reports.
022	x		I just feel that if you have formal training on how to use a computer, you would be able to do things more neatly and not be scared by technology.
023	x		We live in a highly technical world, and social work has to keep up with this. Another reason is computers are good for documenting and saving reports and we do not need a cabinet to lock up files if our reports are saved in computers, and they can be retrieved from anywhere, without going to the office.
024	x		We are now writing reports in computers and mostly e-mail is used as a means of communication between management and social workers.
026	x		Because as social workers, you need to type the reports and letters. So if you don't have the skill it becomes very difficult to be productive sometimes.
027	x		-
029	x		Because if you need to go to court, to present a case, you have to type your work and if you don't have the skills it means you (<i>will</i>) give it to someone which may (<i>to type</i>), which may breach confidentiality.
030a	x		Because without computer literacy, it will be difficult when writing client reports, it should be well drafted.
030b		x	I have a certificate of computer literacy, which I have received from ... college last year.
031	x		A lot of work these days is easily done by a computer, research work and the writing of assignments are being done by computers. Students who are using computers are not being overwhelmed by their workload – we who use our own hands are struggling and are always being left behind and do our struggling and are always being left behind and do our work under pressure of time. Therefore it is necessary to practice it from the earlier years.
032		x	I have not studied it formally, but learnt it from other students at computer labs.
037	x		Every part of daily life is getting more and more computerized.
(038)	x		I think computer skills are necessary for social work profession
044	x		Most organizations prefer neatly typed reports and it becomes difficult if one has never been exposed to a computer or computer literate.

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Y	N	Student's explanation:
056	x		During your first year of studies the work written are not so demanding, but in order to compile a proper and neat portfolio, it will help to have training in the first year, to become equipped.

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Y	N	Student's explanation:
069			-
070	x		Other students are struggling to use a computer and they need it to do research.
072	x		To write reports in a faster way.
073	x		We are using computers to write our reports and research reports.
074		x	Because I already had them.
075	x		Because our research need to be typed. Computer prepares us for working environment. Typing of reports mostly done on computers.
076	x		Because computers are part of our every day life including our work, e.g. writing reports and e-mails or websites.
077		x	In my placement computers are not usually used, all files and notes are hard (copy).
080	x		We are living in the age of information technology and computer skills are a necessity for social work students. The reason is that one has to write reports for each and every contact that one has made.

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Y	N	Student's explanation:
049		x	Most students are computer illiterate.
052A	x		We need to go into the field being computer literate, for it's a world of technology.
052B	x		They could have been necessary – believe I am now disadvantaged for not even having basic skills. I am now under pressure to learn because the placement setting utilizes a computer.
085		x	-
089	x		It's important to have computer skills, because in the working environment and our society today most (everything) is basically electronic.
090	x		Microsoft Word to do reports and assignments.
091	x		I know the computer and do all my work on it – making it easier for me. It would help as in practice you are expected to work a computer.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Y	N	Student's explanation:
102		x	But I do think it is needed if you haven't worked with a computer at all.
104	x		It helps when you need to type your reports and also to be equipped in doing research on the computer.
106	x		To be computer literate is vital and important. Everything nowadays are done on the computer. Reports, meetings is much easier done and stored

			on the computer. Students can access articles and download them from the computer, keep in touch with lecturers, students, supervisors etc.
108	x		Because of the quantity of paper work, reports, assignments, computer skills are beneficial.
110	x		Because in the organization you have to type the reports for the clients, so if you don't have computer skills, it makes things a bit difficult for you.
111	x		It is not easy to work in a social work organization without computer skills.
112	x		You can't do without a computer. It is a must.
114	x		Because in the organizations where we are placed they allow us to use their computers, so it is better that we have computer skills.
115	x		In our agencies that we are placed in, they want student to type reports and able to get information in the net but that couldn't work for us because we don't have knowledge about computers.
120	x		1. Report writing, esp. court reports, 2. Typist within the organizations are short staff, so one's skills could decrease workload.
121	x		Most of our reports, (especially statutory reports) are typed before sent to department. Statistics are kept in the form of a computer program in my agency.
123	x		In our organization we use computers for most of our administration and computer skills would have come in handy.

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS
= 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Y	N	Student's explanation:
B1	x		As a social worker you need computer skills.
B2 (Jhb)	x		More information needed is found in the internet, job requirements, computer literacy.
B3		x	I did not get an opportunity to do computer lessons.
B4 (Pta)	x		Because (<i>are</i>) you supposed to write report or to submit report that is typed to court.
B5	x		It will help us to type our report and to be computer literate.
B6 (Polokw)	x		-
B7		x	Social workers still write with pens, there are no computers available.
B8	x		I think computer skills is very important when ou are doing level four, because when you are a professional, you need to type reports to go to the court, for finalization of the client's cases or problems.
B9	x		Because it will help the students to type their reports more quickly and easy to learn more about it.
B10	x		It is important, because we live where everything is technology.
B11	x		Because I am able to type my reports through computer.
B12	x		Some people have no access to a computer. So by training them (<i>it</i>) would (<i>be</i>) an opportunity and preparation for the world out there.
B13	x		It is necessary for social workers to be computer literate, because they use computers to type reports and other documentation.
B14 (Pta)	x		Because nowadays, we use computers to write and well equipped with information from the web. In the computer you have everything.
B15	x		I will be able to do my reports on a computer.
B16		x	Because of previous work experience, I do not deem it necessary.
B17	x		Computer skills are helpful in practice.
B18	x		Because in the work setting, what is used the most is the computer.
B19		x	Everything is handwritten.

B20	x		There is a lot of typing done filling in statistics in the computer – this is done on a daily basis.
B21	x		But I don't have that training.
B22	x		For writing reports and surfing the internet for resources.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Y	N	Student's explanation:

Question 28:

Would you see personal counselling, for you as a student, as important to your development and training as a social worker?

Explain your answer.

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Y	N	Explanation:
011		X	None
013		X	None
016	x		Because you experience more problems from clients that makes me not to cope.
017		X	I want to choose who I see – not UNISA. My belief system plays a big role in my well-being.
018		X	I have done the self-growth course at Life Line. The case work we d in our training identifies problem areas and students can be referred to the MA students at UNISA if necessary. I personally didn't need this.
019		X	None
022	x		I feel that you should be able to receive counselling if necessary. If you want to counsel someone, you should believe in it. When I feel I can't cope, counselling would be excellent.
023	x		As students, we are also human and go through life's problems like anyone. In Sotho we say <i>ngaka ga-e ikalafe</i> , loosely translated it means a doctor does not treat itself, but has to consult other doctors as well.
024	x		Sometimes you feel like you are carrying something on your shoulder and you need to speak with someone.
026	x		Because sometimes I have personal problems and need someone to talk to. That will help in my development and training, because I will be able to deal with them.
027	x		Social workers should resolve his/her own issues, before going to the therapeutic setting.
029	x		Because you will get to know how the clients feel if they are in counseling and it will equip you on how to handle cases.
030a	x		It is much more interesting, because if we fail to counsel the client, we won't make it in the future. So it is important for us.
030b	x		Because now I am aware that everybody is unique, have different perceptions and behaviour. I have to understand the client's self while interviewing the client.
031	x		There are a lot of cases or situations of our clients that happen to open up our old wounds and as such disturb the normal running of the counselling process as a result, that could have a negative effect in the whole process of counselling. After all social workers are still people with needs, emotions and...
032	x		There are some things that we need to see professional people do to see how they are doing.
037	x		Students are confronted with a lot of real life trauma and stress.
(038)	x		Sometimes it happens that a student experience personal problems that may hinder effective professional development and training as a social worker.
044	x		It has moulded me into a humble, empathic, understanding but sometimes it makes me overlook my own needs and put others first, whereas they would not think of putting my needs before theirs.

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Y	N	Student's explanation:
056	x		Sometimes you are not prepared for the emotional part, unwilling forced on you when dealing with a client.

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Y	N	Student's explanation:
069	x		None
070	x		It can help with motivating me, as sometimes I feel I am not coping.
072	x		To make me cope better.
073	x		Because I also check where I am as a student I am also using my theory when I am with my family.
074	x		I don't know my own strengths/weaknesses in order to develop my own counselling/group facilitating style.
075		x	I have already made a choice and am comfortable with it.
076		x	It depends on what challenges the person is facing.
077	x		We could get a better understanding of ourselves as social workers and of how clients perceive us.
080	x		Due to the nature of the problems brought to the counselling room, a social worker needs to be debriefed.

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Y	N	Student's explanation:
049	x		It helps students to focus on their work.
052A	x		I have been a victim of abuse myself and would appreciate to go to counseling for clearing the decks. To avoid experiencing the clients emotions and to be able to help clients, and be able to empathize with them.
052B	x		It is definitely important, provided that interaction with the clients including the traumatized takes place on daily basis.
085	x		None
089	x		You need to be able to deal with your own issues, in order to help others deal/work through their's. This will also help you express from first hand experience the value of counseling.
090	x		It would recharge ...to be more effective and efficient.
091	x		I was fortunate to have the experience in our casework in 3 rd year and it benefited me, but counseling would be good as one discovers "stuff" about yourself and need to face "stuff" before you can deal with others.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Y	N	Student's explanation:
102	x		We as students have a lot of baggage that we need to resolve, that could affect our performance.
104	x		Personal counselling allows me to talk about something and also you develop as a person especially if you get loaded with work or have traumatic experiences, this can develop the student.
106	x		Especially 4 th year – the work overload is heavy and overwhelming – I personally sometimes feel I can't cope, or just giving up.
108	x		Because of the nature of the work and being involved in face-to-face

			counselling, I feel it necessary for a social worker to have understanding of self and the opportunity to work through own issues.
110	x		Because it happens that you have your personal issues, which can make it difficult to deal with other people, s problems so personal counselling is very important.
111	x		It will help me to deal with past experiences. And I will easily help clients knowing that I'm relieved and know that I am. I won't be threatened by their experiences.
112	x		There are lots of emotions involved in the field – especially in poor communities.
114	x		None
115		x	At fourth level there is so much work, I would prefer to do this at 3rd level.
120	x		None.
121	x		Yes, personal counselling would help me to cope with the workload – also it is a way to help me become more aware of my “self” as a student social worker.
123		x	Not counseling, but debriefing or supervision.

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Y	N	Student's explanation:
B1	x		Personal problems
B2 (Jhb)	x		I'm human, as a person life has its own ups and downs, and it will also be a learning experience to see how practically a professional social worker counsels.
B3		x	Because I believe I cannot see myself best if I am doing well in terms of unconscious experiences and unresolved issues if I can have.
B4 (Pta)	x		Because it helps me to see the progress of client and developed their self.
B5	x		Sometimes you will find it difficult if you are not well trained during the counselling session to can deal with the client.
B6 (Polokw)		x	I am coping fine. Everything is well.
B7	x		Level 4 is very stressful and traumatic.
B8	x		Because as a social work student you must know how to deal with a person's self.
B9		x	None.
B10	x		Yes because at times it is very stressing and the practical part of our studies is very demanding.
B11	x		Personal counselling as a student is important, because sometimes I found clients with experiences that are similar to me as a student.
B12	x		None.
B13	x		Because it empowers clients and enable to take responsibility for their own lives.
B14 (Pta)	x		Because when you counsel you also learn a lot of theory
B15	x		To help me to cope with difficulties I experience with the placement agency.
B16	x		It would contribute to my ability to counsel others. To understand the dynamics of a person in its unity.
B17	x		It would help me to get over my personal experiences and be ready to help other people.
B18	x		Because you want to be able to talk out everything that is a concern to you.
B19	x		Because we are sometimes faced with traumatic situation or heart breaking situations, we therefore need reassurance and affirmation.

B20	x		None.
B21	x		Because sometimes we, as student social workers, have so many things to deal with, sometimes emotionally disturbing.
B22	x		When a student needs it, it must be made available, otherwise we will burn out.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Y	N	Student's explanation:

Question 29:

How do you want to be different at the end of your final year of training as a social worker?

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Student Comment	Theme
011	Being a professional someone who can face the real world of social work.	Professionally equipped
013	Become an ideal social worker, what I am trying to say is that I need to become a professional social worker.	Professionally equipped
016	More independent	Personally equipped.
017	Able to work with children using PCA and complementary tools and techniques. Understanding the process.	Professionally equipped, and value driven.
018	More professional	Professionally equipped.
019	I want to practice as a professional social worker.	Professionally equipped.
022	More organized, less stressed. I want to have more confidence in myself as a social worker.	Personally equipped.
023	I want to be able to feel confident that I can help my clients with integrity, and not do harm to them. I need to feel that I am skilled enough to deal with clients, and feel confident that what I am doing is the right thing.	Professionally equipped.
024	I want to continue using my skills in practice, unlike many social workers who lose that once they are qualified.	Professionally equipped and hoping to remain so.
026	I want to be confident and a competent social worker.	Personally equipped and competent.
027	I want to be a competent social worker.	Competent.
029	I want to help people to the best of my ability and enable them to deal with their problems independently. I don't want to be a lazy social worker who treats people as objects.	Competent, professionally equipped, value driven and hoping to remain so.
030a	-	-
030b	I want to be a better social worker, but I am thinking of registering BA (Hon) of HIV/AIDS program.	Professionally equipped and prepared to remain so.
031	I want to be a valuable, competent and responsible social worker that is able to stand on her own and in all circumstances. I want to be able to have knowledge and understanding of all the different situations that I may come across.	Passionate about professionalism. Competent, and hoping to remain so.
032	I want to change the department by using PCA and being respectful to inmates, because some social workers are adopting the disciplinary action implemented by DCS.	Passionate about PCA being implemented in the field.
037	More equipped and professional thinking.	Professionally equipped.
(038)	Full professional development.	Professionally equipped.
044	To have completed and given my reports on time.	Completion of Degree.

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Questionnaire No.:	Student Comment:	Theme:
056	To be a person-centred social worker, equipped with the necessary skills to help clients in a proper way. To know myself and to accept when others differ from me.	Personally and professionally equipped, value driven.

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Student Comment:	Theme:
069	-	-
070	Being an open-minded social worker and adapt easily and ... seeing change as something for the better.	Personally and professionally equipped.
072	Use skills in a better way and identify propositions.	Competence.
073	To be a good social worker, who can attend the court, do trauma and foster care.	Professionally equipped to practice in a number of fields of service.
074	I want to have confidence in my own abilities and social work knowledge.	Personally and professionally equipped.
075	I want to be available and helpful to my community at work.	Passion and Caritas
076	To produce outstanding results and to establish a sustainable community project.	Completion of degree.
077	I would like to be more competent in PCA and have more practical skills.	Competence.
080	To be a caring social worker. I want to see myself having the ability to apply the theoretical skills in practice in an effective way.	Caritas and Competence.

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Quest No.:	Student comment:	Theme:
049	To represent the social work community with confidence.	Professionally equipped.
052A	I don't want to be different – since I have started doing social work, I think I understand a lot of things about people. I must strive for perfection and working hard and not forgetting ethics, and start judging people. I know that people are unique and I would like to be myself not someone else.	Personally and professionally equipped, value driven.
052B	I want to make sure that I always take a look at my work from different angles, in order for me to keep growing and learning.	Personal growth.
085	I want to practice PCA.	Professionally equipped and value driven.
089	Equipped and confident in my counselling practice.	Personally and professionally equipped.
090	I need to be creative in order to do something new from the usual as people are tired of the same things that are going on.	Personal growth
091	I would like to feel more confident about myself as a facilitator and have more knowledge on working with children.	Personally and professionally equipped.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Student Comment:	Theme:
102	I want to be a better social worker.	Professionally equipped.
104	I want to be able to work with different issues and be able to challenge life. At the end I want to be a more confident person and proud of being who I am.	Personally and professionally equipped.
106	I just want to be who I am, especially having accomplished my	Passion, Caritas and

	dream to be a social worker. I want to place care, compassion and love for people above monetary gains. I would like to make a difference in the lives of people, or even just one person.	Competence.
108	I would like to feel equipped and competent and confident that I will not let the profession down.	Passion for the profession and Competence.
110	I want to be more professional as I have already started.	Professionally equipped.
111	I want to be a competent social worker who respects people.	Competence and value driven.
112	I want to be smart and a real professional.	Professionally equipped.
114	-	
115	I want to see myself practicing all these three methods and able to use professional skill, and be a person-centred professional	Professionally equipped.
120	I would like to see myself as developed and equipped best to make difference in the community.	Professionally equipped, Caritas.
121	I want to be less shy and withdrawn and more outgoing and self-determined.	Personally equipped.
123	Most social workers who are practicing, lack enthusiasm and love and respect for their client. I want to give back to the communities that unconditional positive regard and respect that will make clients empower themselves.	Passion, caritas and value driven competence.

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Student Comment:	Theme:
B1	-	
B2 (Jhb)	Use knowledge gained professionally and make a difference in myself and someone's life.	Personally equipped. Passion for the work, Caritas.
B3	I want to be different in a way that I am an independent, able to work individually with my weapons of skill and theory.	Personally and professionally equipped.
B4 (Pta)	To continue to be a PCA helper, because I will consider every individual as unique and respected him/her.	Value driven competence.
B5	To be a social worker who will be able to perform her task in a professional way and to implement what I have studied during all these years.	Professionally equipped.
B6 (Polokw)	Yes, I believe that I should be grown enough, because I see that I am developing.	Personally and professionally equipped.
B7	To pass	Completion of degree.
B8	To pass all my modules and get my profession.	Completion of degree.
B9	Being a qualified social worker.	Completion of degree.
B10	Working for my community, making a difference in the lives of others.	Passion, Competence and Caritas.
B11	By bringing change to the clients, to accept own situation.	Personally and professionally equipped.
B12	To be an effective and efficient social worker.	Professionally equipped.
B13	Computer training and economics in the curriculum, since we also need to understand clients from economical point of view.	?
B14 (Pta)	I want to follow the approach of UNISA (which is PCA), because it is workingbecause I was an expert before.	Professionally equipped and value driven.
B15	To be a person-centred social worker. To believe in	Professionally equipped

	people's power/capabilities to change.	and value driven.
B16	More professional.	Professionally equipped.
B17	I want to be a competent social worker.	Competence.
B18	I want to be motivated, with confidence, to face the real work in the organization.	Personally and professionally equipped.
B19	I want to be more empathic, non-judgemental and non-directive.	Professionally equipped and value driven.
B20	I want to be more person-centred.	Professionally equipped and value driven.
B21	I want to be skilful, useful and more dedicated.	Passion and Competence.
B22	To uphold the values of social work in my practice.	Value driven.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Student Comment:	Theme:

Question 30:

Please add anything you feel you would like to tell us about yourself as a student, your practical work or your interactions with the Department of Social Work at UNISA.

PRETORIA STUDENTS: 19 of 37 Questionnaires returned = 51.35%

Questionnaire No:	Students comments regarding:		
	Self	Practical Work	UNISA Dept. of Social Work
011		I am growing and developing almost every time I am at the organization.	
013	As a student, I am working under pressure, because every module I have registered a lot of assignments. On the other side, I have to attend the supervision and workshops and also the demands of the organization of my placement.		
016			I am concerned about the availability of lecturers during working hours.
017		PCA is not enough for assessment, or for on – going work.	
019			I feel supported by lecturers and the supervisors of UNISA
023	I feel honoured to have been trained by skilled professionals, who I sometimes feel are too hard on us, but in retrospect I see that they are trying hard to uphold a very high standard, which puts UNISA in the rank that will make me feel proud to have a degree from this institution, and know I was grilled by the best in the business		
024	As a UNISA student I learned to be independent and to be disciplined in everything I do.		
030a		I have a good relationship with the people at the	

		Centre. They saw me as a social worker and treated me with respect.	
030b			The Department must reduce the number of case work reports, 20 reports is too much.
031			I am disappointed by late registration, as a result my work is not up to the standard that I know myself to be and this has made this year very difficult than it already was and I am studying under time pressure accompanied by anxiety and stress.
032			I am interacting with the Department of Social Work very well, but think our work is too heavy that lead students to submit assignments late, if you can consider reducing it but to a learning purpose.
037			Community work modules are employing assistants that do not even know how to use the basic skill of listening does not fit in to PCA environment.
(038)		Helped me to develop professionally.	Interactions with UNISA helped me to develop professionally.
044	Since being employed, I have found out that it is not very easy being a fourth year social work student and be employed at the same time. I'm struggling to balance my social, love, school, and work life.		

BLOEMFONTEIN STUDENTS: 1 of 3 Questionnaires returned = 33.3%

Question-naire No.:	Students comments regarding:		
	Self	Practical Work	UNISA Dept. of Social Work
056	I enjoy group, case and community work.		It would help if the assignments or part of the case work or that the reports could be submitted as assignments. The work are too much for one year!

JOHANNESBURG STUDENTS: 9 of 17 Questionnaires returned = 52.94%

Questionnaire No.:	Students comments regarding:		
	Self	Practical Work	UNISA Dept. of Social Work
073			To have a meeting with all the social workers or their supervisors and tell them that the students are coming to do the practicals, not taking their jobs, they must respect us and accept us as students.
074	I am exhausted, there is such a volume of work. I have a part-time job – which I should not have taken on.		
075	-		
076			I think there are too many workshops. I personally think that the supervisions are very much better than the workshops; there was a duplication of which I believe that supervisions were effective. Fourth year workshop is a repeat of what we had in third year.
077			I found UNISA's admin. very confusing.
080			Minimize the laboratory sessions, they take much time which could be spent doing your casework, community project and group work.

POLOKWANE STUDENTS: 7 of 15 Questionnaires returned = 46.67%

Questionnaire No.:	Students comments regarding:		
	Self	Practical Work	UNISA Dept. of Social Work
049			Been at UNISA is good, and we appreciate the learning experience at UNISA. The interaction is not good with some of the lecturers.
052A	I as a student feel good about having chosen social work. It has taught me about things I disregarded. I am a happy person because I could speak to clients individually.	I am a happy person and cannot wait to go to the field and do my best.	I have met my lecturers, who are also not judgmental. They give us support and the supervision helped us a lot.

052B			The approach of the Dept. of Social Work – letting students use their own perspectives and learning styles is good. It proved a ground for us to explore with less restrictions.
085	I am just glad to be social worker, it is just a calling. We are called to be there for people in time of need.		
090	There is lots to do and time is my problem.		
091	With a full day job, studies, supervision, practical, it is not always easy – but I manage.		In some instances communication as been bad and non-responsive. This has only occurred on a few occasions. 4 th year is stressful, I feel it should be re-looked at to ensure students get maximum benefit.

DURBAN STUDENTS: 12 of 23 Questionnaires returned = 52.17%

Questionnaire No.:	Students comments regarding:		
	Self	Practice Setting	UNISA Dept. of Social Work
104			I have enjoyed my practical work, but feel that we can have UNISA train us for other development cause e.g. Trauma counselling, Life skills.
106			Please try and decrease work load in 4 th year. Especially the requirement of 20 case work reports. Surely a student can be assessed at 15 reports as competent or not.
108			UNISA department and module leaders have shown empathy and understanding towards me when I have found my work load bottlenecking. I would not like to see any part of the course in 4 th year excluded, but feel it is very pressurized (quantity wise).
110	I think I have learned that this profession is really demanding and needs a person		

	who lives the PCA life, so that you can be able to work with different people and become non-judgemental.		
111		Being placed at the organization has helped me to develop the confidence of being a social worker.	
115			Dept. is not paying attention to the student queries, especially lecturers but not all of them. We are students; we cannot afford to make calls now and then. Lecturers need to take responsibility about their jobs.
120	It is a hard year, lots of work in the assignments and reports, however, I think this is what we need so we do difference.		Consider placement at third year level
121	I feel that I will be a good case worker, because I am a face-to-face person, especially children, I love children and with my “Zulu-speaking” advantage, I can communicate across several cultures and ethnic groups.		
123		I am enjoying myself in the organization and proud to be a UNISA student.	It is sometimes hard to find a lecturer over the phone, but they are really helpful. Ann and other supervisors are very helpful

COMPLETED STUDENT QUESTIONNAIRES RETURNED WITHOUT NUMBERS = 22 (Numbered by researcher B1 – B22)

Questionnaire No.:	Student comments regarding:		
	Self	Practice Setting	UNISA Dept. of Social Work.
B1			Reduce the workload because what we are doing in workshops we can do at our supervision.
B2 (Jhb)	Very passionate about social work linking in to medical field, helping clients in totality- physically, mentally, socially, is quite a challenge for me leading to further	.	

	development		
B3		That my practicals developed my knowledge. It provided me with an opportunity to learn and grow in working with people and prepared me to the work environment.	
B5		The only thing I am concerned (<i>about</i>) is only the movement around the centre, because you may find that I will not have longer session with the client due to the distance or different areas they come from, I would be able to make follow-up.	
B6 (Polokw)		I feel free at the organization and the relationship is also fine.	
B7			There is no communication between the supervisor and the contact person.
B8	My practical work I think is good; there is no time to study theories, because of load of work.		.
B9			To be set in organization from the first lever to the fourth level. It will be makes us to gain more experiences
B10	Practical work is very demanding. It makes you neglect your family.		If in any way it can be planned to also accommodate married people, because even if you split it into two years it is very costly to one's lifestyle.
B11			My interactions with the Department is very well, but they have more workshops that need to be limited, especially for those people who are working.
B13	Since studying with UNSA, I became person-centred as it becomes part of the self.	Practical work ... are ... preparing to be an effective social worker.	
B14 (Pta)	I am actually finding difficulties the whole lot job of practicals. The subjects are actually having a lot of job to do.		
B16			The Department could open channels of communication more.

B17		Practical work has been a good opportunity for me. I'm developing growth in helping people.	
B18			Placements in organizations should start at the end of third year.
B19	I am doing social work with a visual problem, but am persistent.		I have no problems with the Dept. of Social Work.
B20			I think it is of high quality in the sense that they keep in touch with all students.
B22			People in the Dept. are trying their best to assist students. Keep it up.

CAPETOWN STUDENTS: None of 9 Questionnaires returned = 0%

Questionnaire No.:	Student comments regarding:		
	Self	Practice Setting	UNISA Dept. of Social Work.

APPENDIX 6

QUANTITATIVE AND QUALITATIVE TYPE DATA

SUPERVISORS

Identifying particulars						
UNISA Supervisors	Question 1	2	3	4	5	
	Designation	Date qualified	Gender	Post grad qualifications	Description of additional qualifications	
i	Social Worker	2004	F	N		
ii	Social Worker in Private Practice	1976	F	Y	MA (Mental Health) UNISA	
iii	Manager: Social Work Services	1993	F	N		
iv	Manager:	1985	F	Y	BA(SW) Hons Busy with MA Dissertation	
v	Chief Social Worker	1996	F	Y	MA (SS) Mental Health	
vi	Social Worker	1982	F	Y	MA (SW) Mental Health	
vii	Social Worker	1996	F	Y	D.Litt et Phil	
viii	Medical Social Worker	2004	F	Y		

Work Practice Experience						
UNISA Supervisors	Qyestion 6		7		8	
	Type of setting		Practising Social Worker	Details	Modalities practised	CD in line with UNISA
i	NPO		Y	P/time	G, CD	Y
ii	NPO, Geriatrics, EAP		Y	Private Practice	C,G,CD	Y
iii	DSD		N		C,CD	Partly, noticing that PCA is in line with social work values made it easier.
iv	NPO, DSD, H	Operation Hunger & SACC, Chris Hani Baragwanath Hospital	Y	F/time, Sessional	C,G,CD	PCA has been and always is practised approach
v	H	Johannesburg Hospital	Y	F/time	C	Knows theory of CD
vi	NPO, H, Other	NICRO, FAMSA, SAVF, CMR, CANSA, Theunis Fichardt Hospital, Dept of Foreign Affairs, University of Pretoria, Correctional Services.	Y	P/time	C, G	Knows theory of CD
vii	NPO, S,H	Cotlands Baby Sanctuary, Rembrandt Park School, Tara	Y	F/time, Private Practice	C,G,CD	Being UNISA trained, it was the only theory I knew and now being a social work supervisor keeps you in touch with the theory. Being involved with a lot of community outreach.
viii	H	Little Company of Mary Hospital	Y	F/time	C,G,CD	Y

UNISA Supervisors	Question 9	10	11
	Supervisor Experience	If yes, describe.	Do you have a different theoretical approach to PCA
i	N	N/A	N
ii	Y	Child Welfare, 7 years, Middle Management, Senior Management	N
iii	Y	Yes. Acted as Chief Social Worker for five years supervising five social workers. From 2002 became an Assistant Manager with a responsibility to supervise 5 satellite offices with 11 personnel. Currently serving as Acting Manager for Social Development	N
iv	Y	Have been a supervisor since 1995 in my organization. Trained as a supervisor by the organization. Even though I am now in management, I still supervise on a small scale.	N
v	Y	I have supervised students from Wits and RAU (UJ) and I am still supervising Wits students. Though the scope varies, what is common in them all (is that) they embrace the same functions, i.e. educational, administrative, and supportive functions.	N
vi	Y	Supervisor at Correctional Services	N
vii	N	N/A	N
viii	N	N/A	N

UNISA Supervisors	Question 12		
	If yes, describe difficulties in promoting PCA in supervision		
i	N/A		
ii	N/A		
iii	Partly, but I am orienting myself with the prescribed references from UNISA		
iv	N/A		
v	My stance does not differ, and what I find is that at 4th year level, UNISA students are not as flexible as other students who are at liberty of using their recommended books and do intensive theoretical study. They are glued and fixed in PCA and refuse to consult other theoretical literature, as a result they end up having limited knowledge at 4th year.		
vi	N/A		
vii	N/A		
viii	N/A		

Supervision of UNISA Students							
Supervisor	Question 13			14	15	16	17
	How many UNISA Supervision groups		How many students per group	Language used for Supervision	Students Language Groups	Language Difficulties	How handled
i	1		6	E	A,E,P	N	N/A
ii	1		8	E	A,T	N	N/A
iii	1		2	E	X, Nigerian	N	N/A
iv	1		9	E	A,E,P,T & N	N	N/A
v	1		6	E	XT	Sometimes	If they are unable to explain the problem experienced during practice, I end up saying can they explain it in their own language so as I can understand what is their problem.
vi	1		6	E		N	
vii	1		9	A, E	A,E,Z,T,XT	Y	Make use of a translator, Explain theory by making it practical through the use of examples.
viii				E		N	

Supervisor	Question 18	19	20
	Culture clashes		Supervisory Aspects
i	N	We allow cultural differences - we encourage each other to be accepting of each other's language, culture, gender etc. We use differences to learn more about each other.	Ad.Ed.Su. Promote social welfare and it's values/ethics in a professional context.
ii	N		Ad.Su. Student-centred learning experience
iii	N	N/A	Ad, Ed, Su
iv	N		Ad, Ed, Su
v	Y	Sometimes they asked to postpone supervision because they have to attend funerals of their friends or family members.	Ad, Ed, Su
vi	N		Ad, Ed, Su
vii	N		Ad, Ed, Su and practical: doing role plays, using rama to explain propositions.
viii	N		Ad, Ed

	Placement Setting of UNISA Students			
Supervisor	21	22	23	24
	Students sufficiently familiarised during orientation week?	Describe difficulties	Cultural, traditional, religious inhibitions	Describe
i	Y		N	
ii	Y		N	
iii	Partly No	Partly No since resources were not enough - that was an impediment.	N	
iv	Y	N/A	N	N/A
v	N	Some of the students are placed at Walter Sisulu and the students are not given the opportunity to present some of their cases in court. Their supervisors are the one who present cases seen by students on their behalf. It seems as if they do not trust them.	N	
vi	Y	Yes they were, but I do think students should be better informed on the expectations of the 4th year, so that they can make an informed choice on the practical setting in their 4th year.	N	
vii	N	Students do not always know what the organization's expectations are of them. Students do not know where they can leave their bags, sit, conduct interviews etc. Contact person not always available to communicate to.	N	
viii			N	

		Difficulties in Practice Setting	
Supervisor		25	26
			Describe
i	Y		One student found that the organization was taking advantage of her, place enormous demands on her time but the matter was sorted out (in our supervision session, and through correspondence). The teacher's strike also adversely affected some of our students.
ii	Y		Dept. Social Development, students not recognised and assisted enough, left on own w. little resources, e.g. telephone. After meeting problem was solved.
iii	Y		She had a problem with transport for conducting home visits. Although that was curbed by the availability of the supervisor.
iv	N		N/A
v	Y		To add to point (22), students are neither invited to court to see how social workers present such cases in court. I find this to be a limitation and denyig student a valuable information regarding social work and legalism.
vi	Y		Social workers are threatened and do not want students to start projects, because of their own lack of knowledge or bcause of bad experiences with students in the past.
vii	Y		Students struggle to get clients, to get groups together, they are not provided with a suitable venue to conduct sessions. Placements are at times very far away from where the student lives, which makes transport a problem.
viii			

Supervisor	Question 27
	Other placement setting issues
i	Many organisations do not work in the PCA manner, many organisations do not do community development (three of my students had to explore alternative options). Often the students have to bear enormous financial costs to themselves (for transport to and from organisations as well as to go to their clients).
ii	
iii	An allowance in terms of cash to the students would assist them as they are not allowed to use cars in government institutions, they would be in a position to pay for taxi fares and petrol.
iv	N/A
v	
vi	Students in governmental settings experience a lot of problems to start their practical if the administration at UNISA is not complete..Supervisors should empowered to give letters to Welfare Organisations to confirm that they are students and everything should not wait for UNISA to do something about it!
vii	Students complain often that their supervisors/contact persons are not available, that staff at the organization treat them as "slaves". They get sent on errands which are not work related, that they do not receive a suitable, safe place to store their belongings.
viii	I believe that it is important for students to be placed in prganisations as early as possible during their studies so that they could acquaint themselves with theory as learning to their practice. When qualified, they become veterans in the practice. Less social workers will be charged of misconducts, maladministrations and corruption. New social workers will b competent in their practices.

	Student's Skills Particulars	
Supervisor	Question 28	29
	Student's ability to meet demands of practice setting	Elaborate
i	Statutory skills adequate	None of the students had to do court work, so I do not feel that I am really in a position to comment. I did not read/notice any information in their reports.
ii	Theoretical knowledge, ability to implement knowledge,, communication skills: adequate, statutory issues: inadequate.	Students forget the communication skills - when they finish a module in 3rd year. Struggle to work on advanced level, need lot of assistance. Also students who stopped studies for a year.
iii	Good	N/A
iv	Theoretical knowledge, ability to implement knowledge: adequate, statutory issues: inadequate.	Theoretical knowledge: they are still in a learning process. I think though UNISA's approach is PCA, at 1st/2nd year level they should be exposed to other approaches, just for their own learning. Ability : grow in it. Statutory : not enough knowledge.
v	Ability to implement knowledge, communication skills, interpersonal skills: adequate. Theoretical knowledge, social skills, statutory issues: inadequate.	Theoretically they only know/understand PCA. They find it hard to use other theories, e.g. Egan's model. It is hard for them to switch theories.
vi	Ability to implement knowledge, social skills, communication skills, interpersonal skills: adequate. Statutory issues: inadequate.	Students do not have any practical experience, only laboratory experience. It takes them at least 3 months to feel safe with clients and at that time too much is wasted already. Students do not do statutory work - who must do the supervision.
vii	Theoretical knowledge, ability to implement knowledge, communication skills: adequate. Statutory issues: inadequate.	Students feel insecure about what they know. They feel that the organization is doing them a favour and therefore they need not communicate their displeasure or unhappiness. When faced with statutory cases, do not know which procedures to follow or how to write a report.
viii	Inadequate	Noticed in groupwork assignments - answers given as if it were casework. Students find it difficult to identify clients emotions. Insufficient knowledge on technical presentation of assignments, concede facts as theirs. without references or sources of information.

Supervisor		30
	Additional training required	
i	N/A	
ii	Need to know laws/acts applicable in field of operation, e.g. child care act.	
iii	N/A	
iv	I think even though theoretically they are informed, there is still a lack of practice due to the organisations that they may be placed in.	
v	Students should be encouraged to refer to other theories. It is hard to do this in supervision only, because when you encourage them to consult other theoretical literature, they say: No, UNISA wants PCA and no other theories. They have poor skills when coming to counseling. They have to conduct an in-depth counselling where you see them taking the client from telling her story up to creating leverage for the client. In fact such a step (creating leverage) they don't know it.	
vi	They have a theory class on statutory work - but no practical experience because who will mark the reports and go to court with the student?	
vii	More information regarding statutory procedures and writing of report for court.	
viii	Continuation of report writing after they had interviewed the client. This will encourage them to study theory before writing their interview reports.	

	Comparison with other learning institutions						
Supervisor	Question 31						
	Ability to write comprehensive and clear reports	Submit reports on time	Punctuality	Ability to use supervision to further own learning	Theoretical knowledge	Participation in the supervision group	Other
i							
ii	Better	Better	Better	Better	Better	Better	
iii	Better	Better	Better	Better	Better	Better	
iv	Better	Better	Equal	Better	Equal	Equal	
v	Weaker	Better	Equal	Equal	Weaker	Better	Weaker on skills level
vi	Weaker	Better	Better	Better	Better	Better	
vii	Equal	Weaker	Equal	Equal	Equal	Equal	
viii							

Supervisor	Question 32	33 & 34	35
	Regular contact by supervisor with contact person	Explain	What questions have we not addressed about 4th year students in their practice settings.
i	N	The students liaise with their organization. If any situations need clarification, then they report to me and we jointly sort out the problem. It is very difficult when you hold down a permanent job as a social worker in a township it makes access to phones/time/ ability very difficult.	None
ii	Y		
iii	Y		None detected yet.
iv	Y	At the beginning of placement, it's usually weekly, depending on the challenges experienced. Normally on a monthly basis. No difficulties experienced.	I think their year especially there had been no problems experienced. In the past, students used to find they could not find the "fit" in practising PCA. It seems to me more contact people have an understanding and are supportive of the student.
v	N	I have been on maternity leave and never had much time to phone their placement. Now that I am back on duty, I am planning to follow up.	NIL. I am just worried about their limited knowledge on their theoretical approach. If you take a Wits 4th year student or UJ student and compare them with NISA, theoretically they are better than UNISA 4th year students
vi	N	If the students are meeting the expectations, I do not follow up.	
vii	Y	When there are no problems with student and placement, contact is twice a year telephonically. More often if student experiences difficulties. At times difficult to track contact person down.	
viii	N	I only mark module 300/200 assignments and examinations papers. I am not directly engaged with the students, placements and contact persons.	

	Communication with UNISA
Supervisor	Question 36
	List difficulties in communicating with UNISA or suggestions to ease carrying out of supervisory duties
i	For UNISA to be more aware that although as a supervisor, we really want to do the best for our students, we also have obligations to our full-time employees. If they arrange meetings, we should be informed well in advance so that we can make other arrangements with our clients.
ii	Some co-ordinators are not person-centred. They may be good administrators, but PCA not integrated. Evaluations in mid-year not student centere. They start with themselves. I have sent e-mails in this regard. Nothing happens. Students are also frustrated in community work workshops. Top-down approach. I have been with UNISA as supervisor since 1997. The standard in Social Work is lowering.
iii	N/A
iv	I find that when I request for Saturday Venue on time, then no problems. It can be a challenge sometimes. I think the administrator Rika and the Secretary Nomkima are very helpful. I've had no problems communicating with lecturers.
v	In fact I would like to thank UNISA for hiring Mrs Rika du Plessis (their PA). Everytime I need help she is very efficient, professional and warm. She helps you until you get what you want. Above all, she has a smile that makes one to feel welcome. She has the disposition of a true character of a person in the helping profession. She is the engine of the Department - she makes the Dept kicking and I don't wish that you can allow her to resign. Please keep her, please retain her. She is an asset to the Department.
vi	Please supply us with letterheads - official paper - students often need official letters from us when dates change.
vii	
viii	

APPENDIX 7

QUANTITATIVE AND QUALITATIVE TYPE DATA

CONTACT PERSONS

Contact Persons							
Personal Particulars							
		Question 1	2	3	4	5	
Questionnaire		Designation	Qual.Date	M/F	Y/N	Postgrad	
Questionnaire		Ops Mgr		F	N		
Questionnaire		S.S.Worker	1964	F	Y	Hons.	
Questionnaire		Learning Support Educator		M	N		
Questionnaire		Co-ordinator		F	N		
Questionnaire		School S Worker	2004	F	Y	M.A. (SW)	
Questionnaire		Chief S. Worker	1965	F	Y	Dip in Marriage and in Trauma Counselling	
Questionnaire		S. Worker	1989	F	Y	D(Phil)(MH)	
Questionnaire		Director	1985	F	N		
Questionnaire		Asst Soc. W. Manager	1981	F	N		
Questionnaire		School Headmaster		M	N		
Questionnaire		Dep. Mgr. Soc. Work Services	1992	M	N		

Questionnaire		Soc. Worker	1996	F	N		
Questionnaire							
Questionnaire		Principal Soc. Worker	1998	F	Y	Play therapy, Management, Research Theory	
Questionnaire		Psychologist		F	N		
Questionnaire		HOD Guidance		F	N		
Questionnaire		Guidance Counsellor		F	N		
Questionnaire		Soc. Work Manager	1988	F	N		
Questionnaire		Sen. Soc. Worker	2000	F	N		
Questionnaire		Sen. Soc. Worker	1999	F	N		
Questionnaire		Manager Soc. Worker	1993	F	N		
Questionnaire		Training and Development Co-ordinator & Registered Social worker	1999	F	N		

	Work Setting Particulars					
	6	7		8		9
Questionnaire	Type	Payment for Student Y/N		Target population/group		Issues
A	Clinic	N		City	C A E	Health
B	NPO	N	Trav. Cost	R T C	C Ad A Co P Fa	Phys abuse, rebellious teens
C	School	N		T	C	Statutory work
D	NPO	N		T	All except elderly	Financial need, sex abuse, child neglect, custody cases, statutory work
E	School	N		C	LC P Fa	Financial need, physical abuse, sex abuse, child neglect, foster care, marital problems, custody cases, mental health, statutory work
F	Hospital	N		C	All	All except foster care, custody and statutory work.
G	NPO	N		C T R	A E Co P Fa	Substance abuse, Marital problems, Mental health
H	NPO	N		T R	LC P Fa	Physical abuse, Sexual abuse, child neglect, foster care, statutory work
I	Dept.SocSer v.	N		T	All	All except Sexual abuse and mental health
J	School	N		R	Ad	Educating
K	Dept. Soc Serv.	N		R T C	All	All & HIV/AIDS related programmes

L	Health & Soc. Dev	N		R	All	All & Aged & Disability
Questionnaire	Type	Payment for Student Y/N		Target population/group		Issues
M	Dept of Soc. Dev.	N		R T C	LC Ad	Sex abuse, Child neglect, Foster care, Custody, statutory work
N	School	N		T	LC	All except Substance dependency, Marital problems, Statutory work
O	School	Y	Trav. Cost	C	LC Pa	Financial need, physical abuse,sex abuse, child neglect, substance dependency,marital problems
P	School	Y		T	LC Ad Pa	Financial need, Referrals to Child Welfare for physical, sexual abuse or child neglect.
Q	Dept of Health	N		R T C	All except LC and elderly	Physical abuse, Sexual abuse, child neglect,
R	Dept of Soc. Dev.	Y	Hourly rate R13.00	T	LC	All except rebellious teens, marital problems, mental health
S	Dept of Soc. Dev.	Y	Monthly rate	R	A	Child neglect, foster care, rebellious teens, marital problems, statutory work
T	NPO	Y	Monthly rate	R T C	LC Pa Fa	Foster care, private place of safety
U	NPO	N		C	E Pa Fa	Physical abuse, Sexual abuse, Other: all needs pertaining to the elderly

		10	Cw Gw	Comm Dev	11	12	13
Questionnaire	Methods	Clients	CD	Language	Prof. Opportunities	Difficulties Y/N	
A	1, 2		None	All	Sm Is It Me	N	
B	1,2,3	Ad A Fa Supp/Therap y Groups	CD & Job Creation	E Z	Cc Gs Is It	N	
C	1,2	C	None	E	Sm, It	N	
D	1,2,3		Comm. Education, Empowerment of Primary and Secondary Caregivers, Income generating Projects, Support Groups	E SH	Cc Gs It Me	N	
E	1,2,3	C, Ad, Co, Pa, Fa	Feeding schemes, parenting skills, networking with SAP	E Z	Cc, Sm, Is, Me	N	
F	1,2	All	None	All	Cc,Sm, It, Me	N	
G	1,2	A E Co Pa Fa	None	A E	Gs Is It	N	
H	1,2,3	All except E	Fostercare programme, involving training and sustainable development. Capacitation of CBO's through mentorship programme	A E XT Z	Cc Sm Gs Is It Me Teambuilding	N	
I	1,2,3	All	Homebased Care Projects, Drop In Centre, Crèches.	A E XT Z	Gs Is Me	N	
J	1,2,3	Ad	Garden Project	P	Educating	N	
K	1,2,3	All except Fa	Help communities in developing and sustaining various projects	A E V P Tsonga	Cc Sm Gs Is It	N	

L	1,2,3	All	It depends on type of projects, i.e we have victim empowerment programme, development of welfare and outreach programmes.	Whichever language client uses	Cc Sm Gs Is It	N
Questionnaire	Methods	Clients	CD	Language	Prof. Opportunities	Difficulties Y/N
M	1,2,3			All	Cc Gs Is It Me	N
N	1,2,3	C, Ad,	Assists with social problems, and working with Grade 7 girls on sexuality	E	Cc Sm	N
O	1,2,3	C Pa	Charity drives to support organisations	E	Sm Gs Is It	N
P	1,2,	C Ad Pa		E	Sm It Me	N
Q	1,2,3	All	Prevention and awareness, focussing on intellectual disability, community dev. Projects focused on empowering people, particularly families of mental health care users and the users themselves.	A E	It	N
R	1,2,3	C Ad Fa	Child protection week, drug awareness campaigns, HIV/AIDS awareness campaigns.	All	Cc Sm Is It	N
S	1,	C A Co Fa		E P	Cc Sm Is	N
T	1, 2, 3	C Pa	Developing of child care facilities, like pre-schools and creches	A E	Cc Sm Is It Me Add Training	N
U	1,3	E	Community development project embraces a multi-dimensional focus to work, includes various programmes	E Z	Cc Sm Is It	N

	14	15
Questionnaire	Lang. difficulty	Need to know
A	N	
B	N	Students do very well and make very good social workers
C	N	Issues of confidentiality create conflict in work setting
D	N	Nature of work in the org.
E	N	Students need to be self-motivated, especially in the school setting.
F	N	Patients remain for a relatively short term in the hospital - few interviews possible, traditional group work not possible, patients families also not easily available.
G	N	
H	N	
I	N	Misunderstanding on who is going to do the work of the supervisor. Tension was experienced by the student.
J	Y	
K	N	

L	N	
Questionnaire	Lang. difficulty	Need to know
M	N	When there is a national strike this can impact on students practicals negatively
N	N	
O	Y English 2nd language	
P	N	
Q	N	Note that our institution is for mental health (intellectually disabled), which means we don't have a free-flow of clients. Due to cognitive impairment of our clients, it is highly difficult to for a good rapport with our clients as they do not have insight into their surroundings. A good opportunity is in working with their families, which is a constraint as well, as they are far away and not always accessible.
R	N	None
S	N	
T	N	
U	N	

APPENDIX 8

TRAINING NEEDS ASSESSMENT FORM

TRAINING NEEDS ANALYSIS

APPENDIX 8

Student:

Placement Setting:

Student No.:

Tel. No.:

Address:

Tel No.:

Placement Contact Person:

Tel. No.:

UNISA Supervisor:

Tel. No.:

Regional Coordinator

Training need	Date need identified	Description	Outcome required	Date evaluated	Comments	Signatures
1.						
2.						
3.						
4.						

Mid-year Evaluation:

Final Evaluation: