

AASW

ASWEAS

Application for program accreditation

Template

V1.1 November 2022



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| --- | --- |
| Program Name and Code |   |
| Name of Academic Organisation Unit (SWAOU)  |  |
| Organisational Location (Faculty or equivalent) |  |
| Higher Education Provider |  |
| Type of application (Tick one only) | [ ]  Accreditation of previously accredited program. [ ]  Accreditation of an additional, extended or restructured program. [ ]  Accreditation of a program from a provider offering social work for the first time.  |
| Details of contact person responsible for administrative arrangements  | Title/NamePosition email …. phone…. |
| SWAOU Director/Head  | Title/NamePosition Email…phoneSignature |
| Date of application |  |

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Executive summary

Please summarise the main elements of the application (Maximum 3 pages)

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# Introduction and instructions

## Purpose of accreditation

Accreditation is intended to ensure that graduates from social work programs have achieved the professional competencies and learning outcomes identified as necessary for entry into professional practice by the Australian Social Work Education and Accreditation Standards (ASWEAS**)**. Meeting ASWEAS standards ensures Higher Education Providers (HEPs) design and deliver social work programs that clearly equip entry-level social workers to practice safely and effectively, thus making them eligible for membership of the AASW.

The accreditation review process aims to determine, with reasonable confidence, the extent to which:

* the program submitted by a Higher Education Provider (HEP) is capable of producing social work graduates with the skills and attributes identified by the ASWEAS for entry level social work professionals
* graduates will possess the capabilities specified by the provider
* the program will continue to produce the graduate attributes expected throughout the accreditation period.

Providers are expected to demonstrate the ways in which the program design and delivery will achieve these aims. The outcomes-based focus of ASWEAS accommodates a range of educational approaches, models, variations and innovations in curriculum design and teaching methods appropriate to the provider context.

## AASW Accreditation Panel

Accreditation Panels are AASW members appointed to act as reviewers of social work programs for the purpose of determining whether the programs demonstrate the required standards for social work education. The number of Panel members will be determined by the AASW Executive and Panel Chairperson. The number may vary from two to five depending on the focus of the accreditation process and the provider location and context. Each Panel is chaired by an experienced member of AASW Accreditation Review Panels.

## Categories of accreditation

One of the following categories of accreditation may be recommended to the AASW Board:

1. Full accreditation of a previously accredited program.
2. Conditional accreditation of a previously accredited program.
3. Provisional accreditation of an additional, extended or restructured program.
4. Provisional accreditation of a program from a provider offering social work for the first time.

Full accreditation is normally granted for five years. That follows a review of the annual reports submitted over the accreditation period and evidence that first cohort students have achieved the entry level standard.

Conditional accreditation is normally granted where a previously accredited program has not met one or more of the Australian Social Work Education and Accreditation Standards. This includes a program that substantially meets the requirements for accreditation which AASW determines has identified areas of deficit or weakness that can be addressed within a specified limited period of time. In these instances, providers will be required to undergo a further Panel review process to assess operational compliance with the identified areas of deficit or weakness.

Provisional accreditation is granted to a social work program that has not yet delivered its first graduates and applies for the duration of the first cohort, that is, prior to the first cohort graduating. Full accreditation follows a review of the annual reports and evidence that first cohort students have achieved the entry level standard.

## Preparing the application

The application should be prepared as a standalone document addressing all matters relevant to enable the Accreditation Panel to make a fair, accurate and constructive assessment of the program. Appendices should only include material directly relevant to the accreditation standards and be clearly referenced in the body of the application.

Separate applications are required for each program (eg MSW, BA/BSW). A program offered in multiple modes does **not** require separate applications for each mode.

Programs offered on multiple locations do not require separate applications for each location but the application should clearly identify any significant differences between locations.

An electronic application must be submitted to the AASW at least eight weeks prior to the site visit or as specified in the contract documentation. Hard copies may be requested for Review Panel members.

Any enquiries or requests for assistance in completing the application should be directed to the AASW.

## Supporting documentation

Applicants should provide any supporting documentation as attachments and list these at Section 7. Following its initial assessment, the Review Panel may request further information to be provided prior to the site visit. The site visit may be postponed if the documentation is not made available in advance.

# Provider and program context

## Higher Education Provider (HEP) context

### Profile

Please provide a summary of the overall HEP mission, size (students and staff) location, campuses, and organisational structure.

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### Strategic priorities

The purpose of this section is to establish the Social Work program in the overall context of the HEP strategic goals of the HEP and its approaches to education and research. Please provide a brief summary of the mission, vision, values and strategic priorities of the HEP and any distinctive characteristics, particularly as they relate to the provision of social work education.

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### New and emerging developments

Please indicate any aspects of HEP strategic plans, organisational developments or external factors that may impact on the social work program over the accreditation timeframe.

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## Faculty/Department/School Context

### Profile

Please provide a summary of the Faculty/Department /School in which the SWAOU is located including staffing numbers, student enrolments, organisational management and structure.

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### Strategic priorities

Please provide a summary of the Faculty/Department /School strategic priorities and any distinctive characteristics, particularly as they relate to the provision of social work education.

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### New and emerging developments

Please indicate any aspects of the Faculty/Department /School strategic plans and organisational developments that may impact on the social work program over the accreditation timeframe.

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## Social Work Academic Organisation Unit (SWAOU)

Please provide a brief description of the SWAOU, its history, organisational structure and location. Please also describe the ways in which the SWAOU interacts with other disciplines.

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## Program context

### Origins and development of the program

**Established Providers** should include:

* a brief history of the program
* a summary of all current or planned social work programs offered by the SWAOU and connections with the program submitted for accreditation
* key findings of the previous accreditation review
* the responses of the SWAOU to the previous review
* any new developments, innovations, challenges, or relevant activity since the last annual report.

**New providers** of social work programs should include:

* the organisational context
* the key factors driving the introduction of the program
* the process of planning and development of the program
* any connections of the program with current or planned course offerings.

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### Commitment to AASW principles and values

Please describe the ways in which the philosophy and approach of the social work academic unit to course design and delivery reflects the definition of social work, and the principles and values identified by AASW (ASWEAS p4) to support the development and quality of service for social work in Australia.

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# Program structure and content

## Program structure

Please provide an outline of the configuration and main elements of the program year by year.

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## Pedagogical principles informing program design, content and assessment

Please describe the rationale for the program design, how the program will enable students to achieve AASW entry level standards for the profession, the logic for the sequence and content, and the forms of assessment supporting student learning outcomes.

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## Innovative approaches

Please provide details of any planned innovative approaches to course design and delivery contributing to best practice in the proposed accreditation period.

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## Required curriculum content

Please describe how graduates achieve the profession-specific body of knowledge described in ASWEAS Section 3 and Appendix 2. Please also show for each area how the curriculum:

* explicitly links the learning materials of the required content to social work practice
* equips students with the skills, values and attitudes required for the effective translation of knowledge and understanding into professional performance.

**1. Constructions of social work purpose, place and practice**

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**2. Power, oppression and exploitation**

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**3. The history and contribution of Aboriginal and Torres Strait Islander peoples**

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**4. Culture, identity and discrimination**

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**5. Psychosocial health and wellbeing across the life cycle.**

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## Field Education

Please describe the ways in which the Field Education component of the program:

* enables students to integrate classroom learning with professional practice
* enables students to learn in practice settings
* meets the Field Education Standards detailed in ASWEAS 4.

### Field education learning experiences will enable graduates to demonstrate their ability to meet AASW practice standards across a range of diverse client groups and environments. (ASWEAS 4.1: 4.1.1 -4.1.8)

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### The scope of assessment of field education activities will cover all learning outcomes required to ensure graduates are safe, ethical and competent to practise (ASWEAS 4.2: 4.2.1-4.2.3)

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### The contributions of the classroom and field settings are clearly integrated and reflect the philosophy and purpose of the program. (ASWEAS 4.3: 4.3.1 – 4.3.5)

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### A Field Education Unit will be responsible for the quality, conduct and integration of the field education program within the social work program. (ASWEAS 4.4: 4.4.1- 4.4.5)

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### All participants involved in field education experiences will be provided with timely induction, training and support processes. (ASWEAS 4.5: 4.5.1- 4.5.7)

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### Students and Field Educators will have the information they need to fully engage in the field education experience. (ASWEAS 4.6: 4.6.1- 4.6.2)

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### The conditions under which work experience may be recognised as credit for prior learning will ensure that students can achieve the learning outcomes of the program. (ASWEAS 4.7: 4.7.1- 4.7.5)

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### Field placements undertaken overseas will provide a student experience of equivalent quality to that of an Australian setting and will meet all ASWEAS requirements. (ASWEAS 4.8: 4.8.1 – 4.8.4)

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# Degree requirements, admissions and learning outcomes

## English language requirements

Please provide details explaining how:

* the program meets the International English Language Testing Standards for international students (IELTS 7.0, or equivalent) who have not completed a Year 12 or equivalent secondary school level qualification or higher qualification in the English language (ASWEAS 5.2.2)
* academic units within the social work program are conducted and assessed at a level of English appropriate to a linguistically demanding professional workplace. (ASWEAS 2.3)

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## Credit transfer

Please describe how the principles, decision making and assessment processes for RPL, articulation and credit transfer are managed to ensure that all students undertake the core elements of the program, and that the integrity of social work programs and qualification outcomes is maintained, (ASWEAS 5.3.1 and 5.6.1).

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## Achievement of graduate attributes

Please describe the ways in which the program content and assessment of student learning is designed to ensure that students meet the ASWEAS Graduate entry level attributes identified under the eight Domains of Practice specified in the AASW Practice Standards. (ASWEAS 2.2).

Please indicate when, where and how the attributes are developed across the program.

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### Providers seeking program reaccreditation

Please provide evidence of student achievement of the profession-specific graduates attributes, (for example, cohort analysis of the outcomes of student assessment tasks, analysis of field education reports).

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### Providers seeking provisional accreditation of an additional, extended or restructured program, or those offering social work for the first time.

Please describe in detail how the SWAOU proposes to collect evidence of student achievement of the profession-specific graduate attributes.

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# Governance, staffing and program delivery

## Governance arrangements

Please describe and comment on:

* the organisational location of the SWAOU
* the organisational structure, leadership and processes supporting the program
* the ways in which the governance arrangements ensure that the quality and integrity of the program is maintained over time.

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## Stakeholder participation

Please describe the formal mechanisms through which major stakeholders are consulted regularly to:

* inform the design, development, regular oversight and improvement of the programs
* maintain program quality, currency and integrity.

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## Staffing

### SWAOU Leadership

Please provide a profile of the academic/s responsible for leading the SWAOU and their responsibilities as set out in ASWEAS 6.2.2

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### Program staff

Please comment on the ways in which the staffing of the program, current and proposed, reflects the purpose of the staffing standards as described in ASWEAS 6.2 including the social work skills units identified for the 16:1 ratio, and the compulsory attendance requirements of these skills units.

Please also comment on how:

* the qualifications and experience of staff contribute to the quality of the program
* the student experience is characterised by opportunities for regular contact with fully qualified and experienced academics
* a balance of permanent and sessional staff is maintained across the program
* the contribution of sessional/casual staff the program is supported by the SWAOU.

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Please provide a profile of each member of staff involved in program delivery at **Appendix 2**.

### Research activity

Please summarise and comment on the main areas of research activities undertaken by members of the SWAOU, and the ways in which their research shapes their teaching, as well as the overall design and delivery of the social work program.

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## Program delivery

### Modes of delivery

Please describe how the modes of program delivery designed to achieve the specified learning outcomes for social work graduates are:

* appropriate to the task for both on campus and off campus student learning
* adequately resourced and supported
* integrated into the program
* compliant with the ASWEAS requirement (6.3.2) for face-to-face classroom-based learning

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### Delivery across multiple sites

Please demonstrate that where elements of the same social work program are offered across several sites and modes of delivery student learning is supported by resources and staffing at an equivalent level.

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## Student profile

Reference to previous annual report; new provider projection of student numbers (staffing requirements in ASWEAS)

Note:

* Providers seeking reaccreditation should refer to the tables completed in the most recent Annual Report
* Providers seeking provisional accreditation should provide projected numbers.

### Student Numbers (Program)

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### Student demographics at admission to program

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## Resources

Please provide a summary of the current and projected resources including funding, staffing, facilities and program delivery available for the program over the accreditation period.

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# List of supporting documentation

Appendix 1: Summary of subject/unit details

Please provide the following information for each year of the program:

* title of the subject/unit and number
* coordinator and teaching staff
* brief description of main elements of the unit
* assessment required
* mode of delivery.

Appendix 2: Staff profiles

Please provide a profile of each member of staff involved in program delivery, including the following details:

* name and title
* employment type
* employment fraction
* proportion of time allocated to the social work program
* qualifications
* publications
* project and research activities
* relevant professional memberships (please identify if a member of AASW)
* teaching responsibilities, time allocated and proportion of total social work program work time.