

AASW

ASWEAS

Accreditation Panel

Final Report

Provider:
Course:
Date:

**AASW Accreditation Panel Final Report**

**Program information**

**(to be completed by AASW on commencement of review)**

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| Program Name and Code |   |
| Name of Social Work Academic Organisation Unit (SWAOU)  |  |
| Organisational Location (Faculty or equivalent) |  |
| Higher Education Provider |  |
| Type of application (Select **one** only) | 1. Full accreditation of a previously accredited program.
2. Provisional accreditation of an additional, extended or restructured program.
3. Provisional accreditation of a program from a provider offering social work for the first time.
 |
| Date of application |  |

**Review information**

**(to be completed by Panel Chair)**

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| Panel Chair and Members |  |
| Review Submission date |  |
| Site visit dates |  |
| Draft report date |  |
| HEP response to draft date |  |
| Final report date |  |

**Table of Compliance**(to be completed by Chair with comments for each section)

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| --- | --- | --- |
| ASWEAS 2020   | Compliant   | Comments   |
| Yes   | No   |
| 1. Context and principles
 |      |    |  |
| 1. Graduate attributes, learning outcomes and assessment
 |      |    |  |
| 1. Required curriculum
 |     |    |  |
| 1. Field Education
 |      |    |  |
| 1. Degree requirements and admissions
 |      |    |  |
| 1. Governance, staffing and program delivery
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**Accreditation recommendation statement**

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| The Panel recommends…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.

Signed* Chair
* Panel member
* Panel member

Date |

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Executive summary

Overall Summary of review (Maximum 3 pages)

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| **Background:****Accreditation approach and Site Visit** **Key Findings****Accreditation Recommendation (Overall recommendation to Board)****Summary of Commendations, Recommendations or Opportunities for Continuous improvement**Commendations:Recommendations (including any conditions):Opportunities for Continuous Improvement: |

# Provider and program context

## Higher Education Provider (HEP) context

*Includes: the quality of the program with respect to current HEP organisational arrangements, strategic priorities and new and emerging developments.*

**Areas of focus identified by Panel**

**NOTE: All areas of focus identified by the Panel should be made known prior to the site visit and should include reasons for the particular interest. Please indicate if no special areas of focus are identified.**

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**Panel assessment of HEP context**

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## Faculty/Department/School Context

*Includes: strategic priorities, distinctive characteristics, and any aspects that may impact on the social work program over the accreditation timeframe. See 5.5 for Student Profile*

**Areas of focus identified by Panel**

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**Panel assessment**

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## Social Work Academic Organisation Unit (SWAOU)

*Includes: the appropriateness of the organisational structure and location of the SWAOU with respect to current, extended and new social work programs for which accreditation is sought.*

**Areas of focus identified by Panel**

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**Panel assessment**

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## Program context

*Includes: whether the philosophy and approach of the SWAOU reflects the international definition of social work and AASW principles and values, identified in ASWEAS -Section 1.*

**Areas of focus identified by Panel.**

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**Panel assessment**

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# Program structure and content

## Program structure

*Includes: whether the Panel is confident that the configuration and main elements of the program, including the logic for the sequence and content, is capable of enabling students to achieve the professional competencies and learning outcomes necessary for entry level practitioners.*

**Areas of focus identified by Panel.**

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**Panel assessment**

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## Pedagogical principles

*Includes: the adequacy of the rationale for the program design, and the extent to which the assessment tasks align with proposed student learning outcomes.*

**Areas of focus identified by Panel.**

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**Panel assessment**

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## Innovative approaches to program design

*Includes: assessment of the potential innovative practices which are contributing to best practice.*

**Areas of focus identified by Panel.**

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**Panel assessment**

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## Required curriculum content

*Includes: whether each of the five required elements of curriculum content clearly meet the criteria of explicit consideration of the immediate relevance to social work practice, and effective translation of knowledge and understanding into professional performance. (ASWEAS Section 3)*

**General and specific areas of focus identified by Panel.**

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

**Panel assessment**

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**Power, oppression and exploitation**

**Panel assessment**

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

**Panel assessment**

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**Culture, identity and discrimination**

**Panel assessment**

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

**Panel assessment**

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| **Compliance**  | **Yes/No** |
| Content relevant to social work practice (ASWEAS p4) |  |
| Effective translation of content knowledge and understanding into professional performance (ASWEAS p4) |  |

## Field Education

### Structure of Field Education

*Includes: evidence that Field Education is fully integrated within the structure and delivery of the social work program, that students develop their professional identity, integrity and practice frameworks, and understand the complex, changing and ambiguous nature of practice.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| Each field education placement will have the status of at least one full academic subject. (ASWEAS Appendix 3:1.2) |  |
| Field education placements will be undertaken at minimum over two years of the professional social work program of study. (ASWEAS Appendix 3:1.3)  |  |
| Students are required to undertake a minimum of 1,000 hours in at least two, discrete, differently structured practice settings (different target populations, practice focus and/or modes of intervention), to be completed within the normal hours and days of the practice setting hosting the placement. (ASWEAS Appendix 3:8.1) |  |
| At least 500 hours of placement time must be in a direct practice role. (ASWEAS Appendix 3:8.2) |  |
| The full 1,000 hours must be completed; no reduction of any kind may be included without formal Recognition of Prior Learning, adhering to credit transfer requirements in Sections 2.3, 2.6 and 6.10. (ASWEAS Appendix 3:8.3) |  |
| No placement will be shorter than 250 hours. (ASWEAS Appendix 3:8.6) |  |
| No placement will be an observation-only placement. (ASWEAS Appendix 3:8.7) |  |
| A student will undertake no more than one field education placement in their place of employment. (ASWEAS Appendix 3:9.1) |  |
| Students enrolled in a higher education institution based in Australia must complete at least half (500 hours) of their field education in Australia. (ASWEAS Appendix 3:13.1) |  |

### Governance of Field Education

*Includes: evidence that students experience diverse and appropriate field education settings, and that the placements achieve the required learning outcomes. E.g. sample learning management plans*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| The HEP will ensure the proper oversight of students’ field education experiences. There must be a clearly identifiable Field Education Unit, including administrative support dedicated to organisation field education. (ASWEAS Appendix 3:2.1) |  |
| The HEP must appoint one or more members of staff as Field Education Coordinator. The Field Education Coordinator must be eligible for membership of the AASW and must have a minimum of five years (FTE) of post-qualifying experience. (ASWEAS Appendix 3:3.1) |  |
| To be eligible to act as Academic Unit Coordinator, the Field Education Coordinator must have an academic position of Level B or above within the social work program. (ASWEAS Appendix 3:3.2) |  |
| For each field education placement, the HEP must appoint a staff member (employed on a permanent or contractual basis) to act as Field Education Liaison Officer (FELO) (ASWEAS Appendix 3:4.2) |  |
| The Field Educator must be eligible for full membership of the AASW with a minimum of two years full-time post-qualifying practice experience. (ASWEAS Appendix 3:6.1) |  |

### Recognition of prior learning (RPL) for fieldwork

*Includes: RPL conditions clearly articulated in the Field Education Manual, the assessment process is conducted in a fair and transparent manner, and the approach aligns with TEQSA and AASW requirements.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| Recognition of Prior Learning (RPL) may be used as the basis for application for part or all of the first field education placement. (ASWEAS Appendix 3:10.2) |  |
| To be eligible for RPL, the student must have worked for at least three years (FTE equivalent) in a health or welfare setting that would be deemed appropriate as a field education setting for a first placement student. (ASWEAS Appendix 3:10.3) |  |

### Appointment of external field educators

*Includes: evidence that the role responsibilities of external Field Educators are the same as those of agency-based Field Educators*

**Areas of focus identified by Panel**

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**Panel assessment**

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# Degree requirements, admissions and learning outcomes

## English language requirements

*Includes: acknowledgment that Social Work students require a sufficient level of English to enable them to engage in agency-based learning with vulnerable peoples and evidence that student learning is conducted at an appropriate level of English.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| To be accepted into the program, international students who have not completed a Year 12 or equivalent secondary school level qualification or higher qualification in the English language consistent with the requirements for admission to AQF Level 7 (BSW) or 9 (MSWQ) degree course in Australia must have a minimum score of 7.0 or higher in each component (listening, reading, writing and speaking) of the Academic International English Language Testing System (IELTS) test upon application or equivalent. (ASWEAS 5.2.2 and 5.5.2) |  |
| HEPs are expected to provide clear evidence that all 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) |  |

## Credit transfer

*Includes: evidence of quality assurance processes to ensure integrity of program.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| HEPs should ensure that all students undertake the core elements of the program and not exempt students from core social work subjects on the basis of the qualification that led to their initial acceptance into the program. (ASWEAS 5.3.1 (BSW) and 5.6.1 (MSWQ))  |  |

## Achievement of graduate attributes

*Includes: confidence that the program assesses student achievement against the eight Domains of Practice (ASWEAS 2.2. and Appendix 1) and that students graduate with the profession-specific attributes needed to practice ethically and safely as beginner practitioners in a changing workplace.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Practice standard** | **Yes/No** |
| 1. Values and ethics  |  |
| 2. Professionalism  |  |
| 3. Culturally responsive and inclusive practice  |  |
| 4. Knowledge for practice  |  |
| 5. Applying knowledge to practice  |  |
| 6. Communication and interpersonal skills  |  |
| 7. Information recording and sharing  |  |
| 8. Professional development and supervision  |  |

# Governance, staffing and program delivery

## Governance arrangements

*Includes: evidence that the organisational arrangements are effective in maintaining the quality and integrity of the program over time, and that the SWAOU is appropriately recognised and supported by the HEP.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| Social work programs are clearly located within a discrete Academic Organisation Unit (SWAOU) such as a faculty or school with aligned or cognate disciplines. (ASWEAS 6.1.1) |  |
| The HEP is able to demonstrate that the organisational structure of the SWAOU is appropriate to ensure the achievement of the standards for accreditation required across all social work programs. (ASWEAS 6.1.2) |  |
| Where the HEP offers multiple pathways into and through the social work program, it should demonstrate how each pathway meets the accreditation requirements set out in ASWEAS (ASWEAS 6.1.3) |  |

## Stakeholder participation

*Includes: evidence that stakeholders have confidence in the governance of the program*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| The HEP should demonstrate the presence of a formal mechanism through which major stakeholders are consulted regularly to inform the design, development, regular oversight and improvement of the programs. (ASWEAS 6.1.5) |  |

## Staffing

### SWAOU Leadership

*Includes: whether the Head of the SWAOU has a level of responsibility appropriate to the standing of the program identified in ASWEAS 6.2.2.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| The Head of the Social Work Academic Organisation Unit (SWAOU) must be eligible for membership of the AASW and is expected to hold an academic position at Level E. In exceptional circumstances, this appointment can be at Level D. (ASWEAS 6.2.1) |  |

### Staffing standards and program quality

*Includes: whether student learning outcomes are achieved through opportunities for regular contact with academic staff who, in their teaching, research, scholarship and service, are able to model the behaviour expected of professional social workers; and evidence that the qualifications and experience of staff is of a level that will maintain the quality of the program.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| Where specific practice skills are being taught, the student to staff ratio generally should not exceed 16:1. (ASWEAS 6.2) |  |
| Each Academic Organisation Unit (SWAOU) should employ a minimum of five full- time equivalent academic staff members at Level B or above who have primary responsibility for research and teaching the social work program and who are eligible for membership of the AASW. (ASWEAS 6.2.3)  |  |
| An SWAOU proposing to offer more than one accredited social work program or offering one program on multiple campuses will generally require eight or more full-time (or full time equivalent) academic staff in the SWAOU. (ASWEAS 6.2.4) |  |
| Staffing levels should demonstrate that the student experience is characterised by opportunities to engage effectively with academic staff with regular contact. (ASWEAS 6.2.5) |  |

### Staffing profile

*Includes: identification of any areas of potential risk to the program quality including limits in capacity and capability in specific areas*

**Areas of focus identified by Panel**

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**Panel assessment**

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### Staffing plans for the accreditation period

*Includes: any potential compliance issues against ASWEAS or staffing vacancies.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| In the case of new programs, evidence should be provided to show staff increases commensurate with growth of the student cohort such that at least five full-time Level B staff have been appointed by the time the first cohort reaches their final year of study. (ASWEAS 6.2.3) |  |

### Research activity

*Includes: the relationship between SWAOU research activities, the curriculum and graduate attributes.*

**Areas of focus identified by Panel**

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**Panel assessment**

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## Program Delivery

### Modes of delivery

*Includes: evidence of appropriateness and effectiveness of modes of delivery*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| HEPs should be able to demonstrate how the modes of delivery used are integrated into the program to facilitate student achievement of the learning outcomes. (ASWEAS 6.3.1) |  |
| All students, in all programs are required to complete a minimum of 140 hours (20 days) face-to-face classroom-based learning, the focus of which is professional practice skills. (ASWEAS 6.3.2) |  |

### Delivery across multiple sites

*Includes: evidence that students at all sites have a learning experience of equal quality.*

**Areas of focus identified by Panel**

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**Panel assessment**

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| **Compliance**  | **Yes/No** |
| Where elements of the same social work program are offered across several sites and modes of delivery, the HEP should demonstrate that student learning is supported by resources and staffing at an equivalent level. (ASWEAS 6.1.4) |  |

## Student profile

*Includes: any patterns of enrolment of concern for the quality of the program and potential issues in the demographic characteristics of the student population.*

**Areas of focus identified by Panel**

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**Panel assessment**

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## Resources

*Includes: any significant issues in resourcing (including funding, staffing, facilities and program delivery) available for the program quality.
Are the resources available and accessible for all modes of delivery? e.g online students, international students.*

**Areas of focus identified by Panel**

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**Panel assessment**

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# Subjects/units

*Includes: the contribution of subjects/units to the overall integrity and coherence of the course, and the forms of assessment supporting student learning outcomes. Some points to consider maybe:-

- Did the panel view Learning Management System utilised by students and staff?
- Did the panel view individual unit/subject outlines? if so does it provide enough information
- Do the unit cohesively flow together in covering all curriculum content areas?*

*It is not expected that the Panel will comment on each and every subject/unit.*

**Areas of focus identified by Panel**

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**Panel assessment**

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# Commendations

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# 7 Recommendations

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# 8 Opportunities for continuous improvement(Note these are for development purposes, not required for accreditation approval)

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# Review details

## Site visits

– key information - dates and locations

## Stakeholders

 – names and roles

## Documentation

- list main documents provided by SWAOU

## Acknowledgments