



Australian Social Work Education and Accreditation Standards (ASWEAS) 2012

Glossary

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It is acknowledged that there is a need for consistent terminology. To this end the following glossary can be used as a guide.

academic unit. A department or school, or other separately identifiable academic organisational unit (AOU) with the head of the unit having resource responsibility for that unit and responsibility for the academic programs offered by the unit. In each institution offering accredited social work programs, there should be a social work AOU which is regarded as the core AOU capable of offering undergraduate and postgraduate programs in social work. The social work AOU would be expected to contain the name 'social work' in its title. See also *social work academic organisational unit (SWAOU)*.

accreditation. Recognition by the AASW that a higher education provider holds and maintains suitable education standards to enable its graduates to practice as professional social workers. Programs are accredited when they meet the requirements of the Australian Social Work Education and Accreditation Standards (ASWEAS).

accreditation panel. The collective name given to a group of AASW members approved by the AASW board of directors to act as assessors of pre-qualifying social work programs or as consultants to higher education providers that are setting up new social work programs for the purpose of determining whether such programs meet AASW social work education standards.

appropriate social work tasks. Tasks which enable students to develop practice and analytic skills in community work, casework, group work, social planning and social action, research, social policy analysis or social policy development

articulation. A process that enables students to progress from one completed qualification to another with credit in a defined pathway.

Association. The association incorporated as Australian Association of Social Workers Limited ACN 008 576 010.

Australian Association of Social Workers (AASW). The professional body representing social workers in Australia.

Australian Community Workers Australia (ACWA). The professional body which accredits community work and welfare programs in Australia.

Australian Qualifications Framework (AQF). The national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

client. The individuals, groups, families, organisations or communities provided with social work services.

course. A series of subjects around a topic within an academic program that may be studied on its own.

credit transfer. The process of assessing the initial program, course or subject that the individual is using to claim access to or credit in, the destination course to determine the extent to which it is equivalent to the required learning outcomes, performance outcomes, or standards in a qualification. The AQF has established agreed and consistent credit outcomes based on equivalence in content and learning outcomes between matched qualifications. (AQF Council, 2009)

- direct practice.** Social work practice where the practitioner/student engages directly with individuals, groups, families, communities.
- distance education.** A generic term used to describe structured education in which teachers and learners are separated and communication is maintained through print and other media such as television, radio, telephone, audio and video tapes, and computer networks.
- e-learning.** An approach to teaching and learning, representing all or part of the educational model applied, that is based on the use of electronic media and devices as tools for improving access to training, communication and interaction and that facilitates the adoption of new ways of understanding and developing learning. [Sangrà, A., Vlachopoulos, D. & Cabrera, N. (2012). Building an inclusive definition of e-learning: An approach to the conceptual framework. *The International Review of Research in Open and Distance Learning* 13(2), pp. 145–159.]
- field education.** One of the compulsory academic social work subjects undertaken within a qualifying degree and a core component of the social work education process.
- field educator.** The social worker responsible for the delivery and evaluation in the practice setting of the student's field education experience.
- field education coordinator.** The SWAOU staff person or persons allocated to manage the field education program within the pre-qualifying social work program.
- field education liaison visitor.** The SWAOU person allocated to liaise with the field educator and the student for the duration of the placement. Field education liaison staff may be members of the program staff or contracted by the higher education provider to perform this role.
- field placement.** A field placement (as opposed to classroom-based experience) is a structured learning experience where a student is placed in an agency or a community working on particular tasks under the supervision of a social worker for a specified number of days. This is part of the field education subject.
- fields of practice.** Fields of practice are either particular areas of practice, such as corrections or schools, practice which focuses on a particular client group, such as children at risk or persons with a disability, persons with a mental health problem or mental disorder or contexts such as rural and remote locations.
- flexible learning.** A philosophy and an approach, in which the use of technology is an important component. It expands choice on what, when, where and how people learn. [Backroad Connections Pty Ltd (2003). *Definition of key terms used in e-learning* (Version 1.01), Australian Flexible Learning Framework Quick Guides series, Australian National Training Authority.]
- goals and outcomes of social work education.** The learning outcomes related to knowledge skills and values, and learning for practice in field education required for pre-qualifying social work programs.
- head of social work program/academic unit.** The person who has administrative responsibility (and may have professional responsibility) for the social work academic unit.
- higher education provider.** Defined in this document as accredited by the Tertiary Education Quality and Standards Agency (TEQSA) to provide qualifications at AQF levels 7, 8 and 9 and who meets the standards and the requirements in the attached guidelines.
- human service provider.** An individual agency, government or non-government, or private practice provider within the human services sector.

human services sector. The sector of the market place that provides services to people in the area of community services, health or ageing or disability, and includes services provided in this area by government, non-government, private practice and communities.

knowledge for practice. A term commonly used to mean knowledge from other disciplines that is regarded as an integral part of social work education.

learning goals. The individual learning goals a student develops around each field placement that they undertake.

learning outcomes. The practice objectives of the AASW Practice Standards (2003) (and pending Practice Standards 2013) applied to the learning setting within the social work program as encapsulated in Table 1: Attributes of Australian Social Work Graduates (see ASWEAS 2012, section 3.1). SWAOUs may include other learning outcomes, in harmony with the AASW Practice Standards, as the social work program requires.

methods of intervention in social work. Include community work, casework with individuals and families, group work, social planning and social action, social policy analysis and development, and management.

minimum requirements. There are a number of requirements related to the delivery of social work programs in the Australian Social Work Education and Accreditation Standards. These requirements describe the minimum, often specific numerical figures, rather than the ideal or a higher standard of excellence which a particular social work academic organisational unit may choose to follow.

minimum standards. The AASW Practice Standards (2003) (and pending Practice Standards 2013) describe the minimum rather than a higher standard of excellence that a social work program may choose to require.

online learning. Learning that encompasses a range of technologies such as the World Wide Web, email, chat, newsgroups, and text, audio and video-conferencing delivered over computer networks (local area networks, intranets or the public Internet) to deliver education and training, both remotely and in the classroom. [Backroad Connections Pty Ltd (2003). Definition of key terms used in e-learning (Version 1.01), Australian Flexible Learning Framework Quick Guides series, Australian National Training Authority.]

practice. Any written, spoken or physical action and (any thought related to it) that social workers engage in as professionals. It is clear from the definition that social work practice can occur beyond the workplace.

practice knowledge. A shorthand term for the body of knowledge, skills and value stances that has been developed by the profession of social work to inform its work.

practice setting. The location in which social work practice occurs, whether on a paid or voluntary basis. Examples are a community setting, a social work agency, and an organisation.

program extension. A program that is structured and administered from a central base—either a smaller unit at an alternative location of the primary program or one that uses outreach teaching methods to teach student groups based in regional centres.

provisional accreditation. The accreditation ascribed to a social work program that has not met one or more of the standards articulated in the ASWEAS and/or to a new program which has not yet delivered its first graduates.

qualifying masters. In the ASWEAS, an entry-level qualification to the social work profession.

practice objectives. Outcomes of social work practice as described in the AASW Practice Standards (2003) (and pending Practice Standards 2013). Other outcomes of practice also described are standards and indicators.

recency of practice. Defined to mean that a practitioner has maintained an adequate connection with, and recent practice in, the profession since qualifying or obtaining registration. The AASW accepts recency as within the past five years.

recognition of prior learning (RPL). The judgement of an institution of the calibre of previous learning in the workplace (both voluntary, such as volunteer work or field placement, and paid), separate from formal learning, and whether to credit such learning.

review team. The three members appointed from the accreditation panel to review an existing qualifying bachelor of social work or master of social work program.

rurality/remoteness. ARIA (Accessibility/Remoteness Index of Australia) is an unambiguously geographical approach to defining remoteness. It is derived from measures of road distance between populated localities and service centres. These road distance measures are then used to generate a remoteness score for any location in Australia. As recommended, the definition of remoteness as applicable to the ASWEAS includes those areas which fall into the ARIA categories RA3–5 and RA2 where the distance to the major service centre is more than 90 kilometres.

service user. A person who receives services supplied by the human services sector.

social work academic organisational unit (SWAOU). The structure directly responsible for the teaching and learning elements of the social work program. It may be known as the social work department, school or by some other discipline-specific title. It will have a qualified social worker as its designated head of discipline.

social work program. The entire course of study, successful completion of which results in a degree such as a four-year program that leads to a bachelor degree or a master's qualifying degree. The word *program* is used in preference to *course* because it includes higher degree studies which are not typically referred to as courses.

social work specific component. The part of the course of study directly inclusive of social work subjects.

social work subjects. Academic subjects covering social work practice knowledge as distinct from those subjects which cover knowledge from other disciplines.

social worker. A person who is eligible for membership of the AASW.

social work qualification. Named qualifications in social work, including a bachelor of social work or a qualifying master of social work, both of which qualify graduands for membership of the AASW provided the program has been accredited by the AASW.

Tertiary Education Quality and Standards Agency (TEQSA). Australia's regulatory and quality agency for higher education. The agency's primary aim is to ensure that students receive a high-quality education at any Australian higher education provider.

Universities Australia. A committee of vice-chancellors, deputy vice-chancellors and pro vice-chancellors from all Australian universities (previously known as Australian Vice-Chancellors' Committee).