



**AASW**

Australian Association  
of Social Workers

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*Final Report of the HEP  
Accreditation Review Panel*

Revised Sept 2014

Name of University:

Course Name/  
CODE:

ASWEAS Version  
Used:

Site Visit Dates:

Date of this Report:

Review Panel:

Chair	
Panel Member 1	
Panel Member 2	

## **Australian Social Work Education and Accreditation Standards (ASWEAS) 2012 V1.4**

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## Instructions

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1. The Review Panel Final Report is the document in which the Review Panel appointed by the AASW must demonstrate compliance / implementation of the Australian Social Work Education and Accreditation Standards (ASWEAS) of the Higher Education Provider ( HEP) social work program.
2. The Review Panel final report is a stand alone document and is intended to inform the decision making phase of the accreditation process. (Appendix 1)
3. The AASW recognises the experience and expertise of AASW accreditation review panel members to illustrate a program's compliance against the ASWEAS document, in addition to presenting the individual context of the social work curriculum, student learning outcomes and/or program delivery innovation.
4. The Review Panel must ensure that they are referencing content against the current version of the ASWEAS referred to in their contract cover letter documentation and/or provided on the AASW website <http://www.aasw.asn.au/careers-study/education-standards-accreditation> AND confirm that this is the same version used by the HEP.
5. The Review Panel Final Report is influenced by:
  - a. Review of the HEP Reaccreditation Submission (which the Review Panel will respond to via Appendix 2 (providing initial comments and/or seeking additional information prior to / or to be presented at the scheduled site visit)
  - b. Review Panel discussion and
  - c. The HEP Site Visit
6. The Review Panel final report must include responses against each section and convey compliance against the ASWEAS , *which are minimum standards*, in addition to innovation or excellence in the provision of quality social work education by higher education providers in Australia.
7. The Review Panel final report must include an accreditation recommendation
8. The HEP will receive the Review Panel final report and have further opportunity to comment by way of Appendix 3 ("HEP Response to Review Panel Final Report") prior to submission for decision making to the AASW Board.
9. The Review Panel final report is submitted to the AASW National Education Officer on completion via the Review Panel Chair

## Report Format and Presentation

The AASW requires a Review Panel appointed for the purposes of Higher Education Provider social work program accreditation to use this template. ONE template PER program is to be completed ( ie. BSW and MSW(Q) = 2 templates) of which content , as relevant, may be identical.

Sufficient detail is required from the Review Panel to enable one who is not necessarily familiar with the HEP / social work program to readily read and understand the provided information. This report template should be developed from the input of all appointed Review Panel members although is submitted by the Chair.

The template is divided into the following sections:

- Executive Summary
- Commendations & Recommendations
- Standards for Social Work Education: content and learning outcomes
- Curriculum Content
- Core Curriculum Content
  - Mental Health
  - Child Wellbeing and Protection
  - Cross Cultural practice
  - Aboriginal and Torres Strait Islander Peoples and Communities
- Learning for practice in field Education
- Program Structure
- Management of RPL, articulation and credit transfer
- Organisational Arrangements and Governance

## 1/ Executive Summary

### 1.1 Summary of the Reaccreditation Review - program context/panel composition, key identified areas or discussions

### 1.2 Summary of any areas of non-compliance against the ASWEAS (ie. as indicated in the body of the report)

Report Ref Number (eg.9.2)	Area / Topic	Issue	Action required for compliance

### 1.2 Accreditation Recommendation Statement

Signature:

Date

*Review Chair*

## **2/ Program Commendations and Recommendations**

**2.1 Commendations regarding the program (dot points are sufficient)**

**2.2 Recommendations regarding future program development (this is NOT the accreditation recommendation to the AASW Board, it is about quality improvement to the program- dot points are sufficient)**

### 3/Standards for social work education: content and learning outcomes

This section contains reporting against the following ASWEAS Requirements:

- ASWEAS Preamble
- Guiding principles (ASWEAS 1.2)
- Qualifications for AASW membership (ASWEAS 1.3)
- Definition of social work (ASWEAS 1.4)
- Principles for social work education (ASWEAS 2.0)
- Attributes of Australian social work graduates (ASWEAS 3.1)
- AASW Practice Standards (ASWEAS 3.2)
- Content of social work programs (core curriculum content) (ASWEAS 3.3)
- Content of social work programs (required knowledge) (ASWEAS 3.3)

#### 3,1

ASWEAS Requirement	Compliant (Y/N)	Review Panel Comment
3.1.1 ASWEAS Preamble		
3.1.2 Guiding principles (ASWEAS 1.2)		
3.1.3 Qualifications for AASW membership (ASWEAS 1.3)		
3.1.4 Definition of social work (ASWEAS 1.4)		
3.1.5 Principles for social work education (ASWEAS 2.0)		

#### *Review Team Summary Comments/ Recommendations*

### 3.2 Attributes of Australian social work graduates (ASWEAS 3.1)

The Review Panel needs to articulate how the Higher Education Providers demonstrates these nine (9) Graduate Attributes and the frameworks used for student assessment and attainment of these learning outcomes.

The attributes are not mutually exclusive. There will be overlap and integration of the graduate attributes, particularly as they are experienced by students. Higher education providers running honours and qualifying masters programs will need to demonstrate to TEQSA how they meet the level 8 and Level 9 standards respectively.

<b>ASWEAS Requirement : Attributes of Australian social work graduates (ASWEAS 3.1)</b>	<b>Compliant (Y/N)</b>	<b>Review Panel Comment</b>
<b>3.2.1 Graduate Attribute 1:</b> Demonstrated sense of identity as a professional social worker		
<b>3.2.2 Graduate Attribute 2:</b> Sound understanding of and commitment to social work values and ethics to guide professional practice		
<b>3.2.3 Graduate Attribute 3:</b> Ability to apply social work knowledge and interventions to respond effectively in meeting the needs of individuals, groups and communities in diverse settings, client groups and geographic locations		
<b>3.2.4 Graduate Attribute 4:</b> Ability to apply knowledge of human behaviour and society, as well as the social, cultural, political, legal, economic and global contexts of practice to respond effectively within a human rights and social justice framework		
<b>3.2.5 Graduate Attribute 5:</b> Ability to review, critically analyse and synthesise knowledge and values and apply reflective thinking skills to inform professional judgement and practice		
<b>3.2.6 Graduate Attribute 6:</b> Ability to apply research knowledge and skills to understand, evaluate and use research to inform practice and to develop, execute and disseminate research informed by practice		
<b>3.2.7 Graduate Attribute 7:</b> Demonstration of effective communication and interpersonal skills		
<b>3.2.8 Graduate Attribute 8:</b> Ability to work with diversity and demonstrate respect for cultural difference		
<b>3.2.9 Graduate Attribute 9:</b> Understanding of the importance of and commitment to ongoing professional development		



3.2 *Review Team Further Comment*

**3.3 AASW Practice Standards (ASWEAS 3.2)**

ASWEAS Requirement	Compliant (Y/N)	Review Panel Comment
3.3.1 AASW Practice Standards (ASWEAS 3.2)		

The AASW Practice Standards (2014) establish benchmarks that graduates are required to demonstrate upon entry to professional practice and to maintain throughout their professional careers. The standards provide a framework for high-quality and accountable social work practice and outline what clients, employers, other professionals and the public can expect of social workers. Higher education providers must ensure that graduating students meet the practice standards.

3.3. *Review Panel further comment*

#### 4/ Content of social work programs – core curriculum content (ASWEAS 3.3)

*Please comment against the compliance of the Higher Education Provider against the following curriculum elements*

Element	Compliance ( Y / N )	Comment
4.1 Knowledge, skills and values for social work practice (ASWEAS 3.3.1)		
4.2 Knowledge of social work ethics (ASWEAS 3.3.2)		
4.3 Methods of social work practice (ASWEAS 3.3.3)		
4.4 Skills for social work practice (ASWEAS 3.3.4)		
4.5 Understanding the context of social work practice (ASWEAS 3.3.5)		
4.6 Fields of practice (ASWEAS 3.3.6)		
4.7 Knowledge from other disciplines (ASWEAS 3.3.7)		
4.8 Inter-professional practice (ASWEAS 3.3.8)		

5/ Four areas of ESSENTIAL Core Curriculum

**5.1 Mental health curriculum content – (ASWEAS Guideline 1.1- 1)**

ASWEAS Requirement	Compliant Y / N	Review Panel Comment
5.1.1 Attitudes and values (ASWEAS Guideline 1.1 – 1.1)		
5.1.2 Knowledge for social work practice (ASWEAS Guideline 1.1 – 1.2)		
5.1.3 Essential areas of knowledge (ASWEAS Guideline 1.1 – 1.2.1)		
5.1.4 Desirable areas of knowledge (ASWEAS Guideline 1.1 – 1.2.2)		
5.1.5 Skills for social work practice (ASWEAS Guideline 1.1 – 1.2.3)		

*Additional Comment*

## 5.2 Child wellbeing and protection curriculum content (ASWEAS Guideline 1.1 - 2)

ASWEAS Requirement	Compliant (Y/N)	Review Panel Comment
5.2.1 Attitudes and values (ASWEAS Guideline 1.1 – 2.1)		
5.2.2 Knowledge for social work practice (ASWEAS Guideline 1.1 – 2.2) a) Children in the context of their families and communities ( 2.2.1)  b) Legislative, policy and service contexts of social work practice with children and families ( 2.2.2)  c) Social Work practice with children and families ( 2.2.3)		
5.2.3 Skills for social work practice (ASWEAS Guideline 1.1 –2.3)		

*Additional Comment*

### 5.3 Cross-cultural curriculum content – (ASWEAS 1.1 - 3)

ASWEAS Requirement	Compliant (Y/N)	Review Panel Comment
5.3.1 Attitudes and values (ASWEAS Guideline 1.1 – 3.1)		
5.3.2 Knowledge for social work practice (ASWEAS Guideline 1.1 – 3.2)		
5.3.3 Skills for social work practice (ASWEAS Guideline 1.1 – 3.3)		

*Additional Comment*

#### 5.4 Aboriginal and Torres Strait Islander curriculum content ( ASWEAS 1.1 – 4)

ASWEAS Requirement	Compliant (Y/N)	Review Panel Comment
5.4.1 Knowing and Being: Attitudes and Values (ASWEAS Guideline 1.1 – 4.1		
5.4.2 Knowing: Knowledge for social work practice (ASWEAS Guideline 1.1 – 4.2)		
5.4.3 Doing: Skills for social work practice (ASWEAS Guideline 1.1 –4.3		

*Additional Comment*

## **6/ Learning for practice in field education (ASWEAS3.4 and Guideline 1.2)**

### **6.1 Please comment on how the Higher Education Provider Field Education program incorporates the following principles:**

- Consistency with the general principles identified for social work education.
- Status of a full academic subject.
- A cooperative endeavour between the higher education provider, the student, the field educator (practitioners supervising students in agencies) and the agency.
- That strategies to ensure that students integrate social work knowledge, skills and values are in place

*Review Panel Comments (in a box)*

### **6.2 How does the Higher Education Provider address (?right word) the following four elements of the ASWEAS Guideline 1.2: Guidelines on field education program**

6.2.1 Field Education Program Requirements (ASWEAS Guideline 1.2 – 1)

6.2.2 Roles and Responsibilities in Field Education planning and delivery across all stakeholders (ASWEAS Guideline 1.2 – 2)

6.2.3 Location of placements including minimum requirements, placements in the student's place of work and placements taken overseas (ASWEAS Guideline 1.2 – 3)

6.2.4 Assessment in field education including principles, strategies and criteria. (ASWEAS Guideline 1.2 – 4)

## **7/ Structure of programs of social work education (ASWEAS 4.1)**

**7.1 Please comment on the program entry requirements and interface with AQF standards for entry**

**7.2 Comment on compliance against the adherence by the Higher Education Provider to the following areas regardless of mode of program delivery (ASWEAS 2012 V1.4)**

7.2.1 A minimum of 20 days face to face teaching and learning in which all students must participate irrespective of the mode of program delivery

7.2.2 An explicit curriculum that leads to the achievement of specified outcomes

7.2.3 Evidence of regular assessment of program outcomes

**7.3 Comment on the articulation of the Higher Education Provider's education philosophy (ASWEAS 2012 4.3)**



## **8/ RPL, Articulation and Credit Transfer (ASWEAS 2012 V1.4)**

8.1 Comment on how the Higher Education Provider implements the principles of articulation and credit transfer(ASWEAS Guideline 1.3 \_ 1)

8.2 Comment on how the Higher Education Provider applies RPL with respect to Field Education and compliance against ASWEAS Guideline 1.3 – 2 with respect to evidence of

8.2.1 Decision making principles

8.2.2 Assessment conditions

8.2.3 Assessment process

8.2.4 Policy regarding future placements

## **9/ Organisational arrangements & Governance (ASWEAS 5, ASWEAS Guideline 1.4)**

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**9.1 Comment on the organisation structure of the HEP in which the social work program is part and/or any partnership arrangements ( ASWEAS 5.2)**

**9.2 Provide comment against the staffing profile of the HEP to deliver the program in accordance with ASWEAS Guideline 1.4.1 and against the mode of delivery/campus locations**

**9.3 Provide information about the use of any consultative networks that provide opportunity for feedback and decision making into the curriculum ( ASWEAS 5.4)**

**9.4 How does the HEP ( and it's staff) illustrate a commitment to the professional body**

**Intentially left blank**

## **Appendix 1: Accreditation Report Framework**

**( NEED TO USE VISIO )**

- 1. ESTABLISHMENT OF REVIEW PANEL BY AASW NEO**
- 2. CONTRACT DOCUMENTATION AND REPORT TEMPLATES FORWARDED**
- 3. HIGHER EDUCATION PROVIDER REACCREDITATION SUBMISSION RECEIVED**
- 4. REVIEW OF ABOVE BY REVIEW PANEL**
- 5. REVIEW PANEL INITIAL RESPONSE BY WAY OF TEMPLATE (APPENDIX 3)**
- 6. SITE VISIT**
- 7. REVIEW PANEL FINAL REPORT COMPLETED**
- 8. HIGHER EDUCATION RESPONSE TO REVIEW PANEL FINAL REPORT**
- 9. BRIEFING PAPER PREPARED BY AASW NEO FOR AASW CEO**
- 10. PRESENTATION OF REVIEW TO AASW BOARD**
- 11. DECISION MAKING**
- 12. CONFIRMATION AND CORRESPONDENCE**



## Appendix 2: Review Panel

### Response to HEP Reaccreditation Submission Report

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Higher Education

Provider Name : \_\_\_\_\_

Review Panel / Date : \_\_\_\_\_

General Feedback / Comment

Further information required by Review Panel PRIOR to site visit

Any Specific Requirements required by Review Panel AT site visit ( eg, specific stakeholders to meet, facilities, evidence)



## Appendix 3: Higher Education Provider

### Response to Review Panel Final Report

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Higher Education

Provider Name : \_\_\_\_\_

Review Panel / Date : \_\_\_\_\_

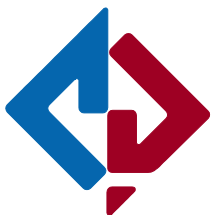
#### General Feedback / Comment

#### Recommendation Feedback / Activity

(Please provide any general comment against the recommendations made by the Review Panel and/or comment of any implementation)

#### Reaccreditation Process Feedback

Rating scale against areas such as Review Panel planning/ communication / reporting./ suggested improvement - would then discount need for a separate process like a survey monkey OR this section takes them directly through to a survey monkey link following an introductory blurb



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