

Final Report of the HEP Accreditation Review Panel

Identifying information:

Higher Education Provider:

Course name/
CODE:

ASWEAS version used:

Site visit dates:

Date of this report:

Review panel:

Panel Chair:

Panel Member 1:

Panel Member 2:

Instructions:

1. The Review Panel Final Report is the document in which the Review Panel appointed by the AASW for the purpose of social work program accreditation documents 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 (as listed in the Schedule of contract documentation)

6. The Review Panel final report must include responses against each section and convey compliance information against the ASWEAS (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 is submitted approximately one month after the site visit to the National Education Officer of the AASW via the panel Chairperson and must include an accreditation recommendation as per ASWEAS.

8. The HEP will receive a copy of the Review Panel final report to provide comment by way of Appendix 3 (HEP Response to Review Panel Final Report). This is submitted to the AASW National Education Officer and panel Chairperson.

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:

1. Executive Summary
2. Commendations & Recommendations
3. Standards for social work education: content and learning outcomes
4. Curriculum Content
5. Core Curriculum Content
 - a. Mental Health
 - b. Child Wellbeing and Protection
 - c. Cross Cultural practice
 - d. Aboriginal and Torres Strait Islander Peoples and Communities
6. Learning for practice in field Education
7. Program structure
8. Management of RPL, articulation and credit transfer
9. Organisational arrangement and governance

Executive Summary

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

Executive Summary

1.2 Summary of any areas of non-compliance against the ASWEAS

Please include report reference number, issue and action required.

Executive Summary

1.3 Accreditation Recommendation Statement

Signature:

Review chair

Date:

Program Commendations and Recommendation

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)

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 Requirements

3.1.1 ASWEAS Preamble

Compliant: Yes No

3.1.2 Guiding principles (ASWEAS 1.2)

Compliant: Yes No

3.1.3 Qualifications for AASW membership (ASWEAS 1.3)

Compliant: Yes No

3.1.4 Definition of social work (ASWEAS 1.4)

Compliant: Yes No

3.1.5 Principles for social work education (ASWEAS 2.0)

Compliant: Yes No

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.

3.1.1 Graduate Attribute 1: Demonstrated sense of identity as a professional social worker

Compliant: Yes No

3.2.2 Graduate Attribute 2: Sound understanding of and commitment to social work values and ethics to guide professional practice

Compliant: Yes No

3.1.3 Graduate Attribute 3: 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

Compliant: Yes No

3.1.4 Graduate Attribute 4: 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.

Compliant: Yes No

3.1.5 Graduate Attribute 5: Ability to review, critically analyse and synthesise knowledge and values and apply reflective thinking skills to inform professional judgement and practice

Compliant: Yes No

3.1.6 Graduate Attribute 6: 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

Compliant: Yes No

3.2.7 Graduate Attribute 7: Demonstration of effective communication and interpersonal skills

Compliant: Yes No

3.2.8 Graduate Attribute 8: Ability to work with diversity and demonstrate respect for cultural difference

Compliant: Yes No

3.2.9 Graduate Attribute 9: Understanding of the importance of and commitment to ongoing professional development

Compliant: Yes No

Review team summary comments/ recommendations

3.3 AASW Practice Standards (ASWEAS 3.2)

The AASW *Practice Standards* 2013 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.

4 Content of social work programs (ASWEAS 3.3)

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

4.1 Knowledge, skills and values for social work practice (ASWEAS 3.3.1)

Compliant: Yes No

4.2 Knowledge of social work ethics (ASWEAS 3.3.2)

Compliant: Yes No

4.3 Methods of social work practice (ASWEAS 3.3.3)

Compliant: Yes No

4.4 Skills for social work practice (ASWEAS 3.3.4)

Compliant: Yes No

4.5 Understanding the context of social work practice (ASWEAS 3.3.5)

Compliant: Yes No

4.6 Fields of practice (ASWEAS 3.3.6)

Compliant: Yes No

4.7 Knowledge from other disciplines (ASWEAS 3.3.7)

Compliant: Yes No

4.8 Interprofessional practice (ASWEAS 3.3.8)

Compliant: Yes No

5 Four areas of essential core curriculum

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

5.1 Mental Health curriculum content (ASWEAS Guideline 1.1.1)

5.1.1 Attitudes and values (ASWEAS 1.1 - 1.1)

Compliant: Yes No

5.1.2 Knowledge for social work practice (ASWEAS Guideline 1.1-1.2)

Compliant: Yes No

5.1.3 Essential areas of knowledge (ASWEAS Guidelines .1.1-1.2.1)

Compliant: Yes No

5.1.4 Desirable areas of knowledge (ASWEAS Guidelines 1.1-1.2.2)

Compliant: Yes No

5.1.5 Skills for social work practice (ASWEAS Guideline 1.1-1.2.3)

Compliant: Yes No

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

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

Attitudes, values and principles

5.2.2 Knowledge for social work practice (ASWEAS Guideline 1.1-2.2)

a) Children in the context of their families (2.2.1)	Yes	No
b) Legislative policy and service contexts of social work practice with children and families (2.2.2)	Yes	No
c) Social Work practice with children and families (2.2.3)	Yes	No

5.2.3 Skills for social work practice (ASWEAS Guideline 1.1-2.3)

Compliant: Yes No

5.3 Cross cultural curriculum content (ASWEAS 1.1-3)

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

5.3.1 Attitudes and values (ASWEAS 1.1-3.1)

Compliant: Yes No

5.3.2 Knowledge for social work practice (ASWEAS 1.1-3.2)

Compliant: Yes No

5.3.3 Skills for social work practice (ASWEAS Guideline 1.1-3.3)

Compliant: Yes No

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

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

5.4.1 Knowing and being: attitudes and values (ASWEAS Guideline 1.1-4.1)

Compliant: Yes No

5.4.2 Knowing: knowledge for social work practice (ASWEAS Guideline 1.1-4.2)

Compliant: Yes No

5.4.3 Doing: skills for social work practice (ASWEAS Guideline 1.1-4.3)

Compliant: Yes No

6. Learning for practice in field education (ASWEAS 3.4 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 education (practitioners supervising students in the agency) and the agency
- That strategies to ensure that students integrate social work knowledge, skills and values are in place

6.2 How does the Higher Education Provider address the following four elements of the ASWEAS Guideline 1.2: Guidelines on field education programs

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 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)

7.2.1 A minimum of 20 days face to face teaching and learning in which all students must participate irrespective of 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 4.3)

8. RPL, Articulation and Credit Transfer (ASWEAS 4.4 - Guideline 1.3)

8.1 Comment on how the Higher Education Provider implements the principles of articulation and credit transfer (ASWEAS Guideline 1.3-1.1)

8.2 Comment on how the Higher Education Provider applies RPL with respect to Field Education and compliance against ASWEAS Guideline 1.3-2 Recognition of Prior Learning with respect to evidence of:

- 8.2.1 Decision making principles
- 8.2.2 Assessment conditions for granting credit
- 8.2.3 Assessment process for granting credit
- 8.2.4 Policy regarding subsequent placements

9. Organisational arrangements and governance of social work programs (ASWEAS 5 and Guideline 1.4)

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

9.2 Provider comment against the staffing profile of the Higher Education Provider to deliver the program in accordance with the ASWEAS 5.3 Guideline 1.4.1 Staffing and Resources

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 Higher Education Provider, and it's staff, illustrate a commitment to the professional body?
ASWEAS Guideline 1.4-2

End of report - following pages include appendices.

Appendix 1: Accreditation Report Framework

1. Establishment of review panel by AASW National Education Officer
2. Contract documentation and report templates forwarded
3. Higher Education Provider re-accreditation 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 Provider response to review Panel Final Report
9. Briefing paper prepared by AASW National Education Officer and AASW Chief Executive Officer
10. Presentation of review to AASW Board
11. Decision making
12. Confirmation and correspondence

Appendix 2: Review Panel Response to Higher Education Provider Reaccreditation Submission Report

Higher Education Provider Name:

Review panel and date of review

General feedback or comments:

Further information required by Review Panel prior to site visit:

Any specific requirements required by Review Panel at site visit (for example: specific stakeholders to meet, facilities, evidence)

Appendix 3: Higher Education Provider Response to Review Panel Final Report

Higher Education Provider Name:

Review panel and date of review

General feedback or comments:

Recommendations feedback/activity - please provide any general comment against the recommendation made by the Review Panel and/or comment of any implementation

Reaccreditation process feedback:

End of document.

Information only