

Te Pou Tūhono | SWRB Education Standards

Domain 1: Rangatiratanga | Governance

He Arapaki value: Matatika

Pou Tokomanawa

Ensuring the tohu | degree is built on a strong foundation

Whakataukī:

Te kai a te rangatira, he kōrero
Te tohu o te rangatira, he manaaki te tangata
Te mahi a te rangatira, he whakatira te iwi
The food of leaders is oratory.
The symbol of leadership is caring for people.
The duty of leaders is uniting the people.
(Pihopa Manuhua Bennett)

1.1 Compliance

The Tertiary Education Organisation (TEO) will have governance structures to ensure ongoing compliance with the requirements of an academic social work programme.

A TEO that is approved by the SWRB to deliver a prescribed qualification must:

- a) comply with all SWRB education standards;
- b) maintain accreditation and approval by New Zealand Qualifications Authority (NZQA) or Committee on University Academic Programmes (CUAP).

1.2 Autonomy

The academic unit has a clear identity as a social work programme within the TEO and:

- a) maintains control of all aspects of the social work curriculum;
- b) ensures the quality of all aspects of the curriculum delivery and monitors the quality of field education;
- c) reflects the values, ethical principles, identity, and mana of social work;
- d) has a governance structure which facilitates collaborative relationships with partners while retaining programme autonomy.

1.3 Staffing

1.3.1 Social work academic staff must meet the following requirements:

- a) be a registered Social Worker with full SWRB registration;
- b) hold a current Practising Certificate;
- c) have a minimum of three-five (3-5) years as a practising social worker;
- d) at least 60% of the academic teaching staff must have or be undertaking a Masters' level qualification;
- e) leadership of the social work programme must be the responsibility of social work academic staff who have the authority and responsibility for professional decision making;
- f) all social work theory, practice and skills must be taught by an academic staff member who has either a base qualification through a Bachelor of Social Work (BSW) or equivalent prescribed

social work Bachelors degree, and a Masters in a related topic **OR** a Bachelors degree in a related topic and a Masters in Social Work.

1.3.2 Any teaching on the programme outside the areas of social work theory, practice and skills may be undertaken by:

- a) suitably qualified academic teaching staff from other disciplines;
- b) community experts as part of programme teaching where the primary responsibility and accountability remains with an academic staff member.

1.3.3 The programme is sufficiently resourced with staffing numbers to ensure that:

- a) there are sufficient qualified and experienced academic staff members to deliver the programme;
- b) the number of ākonga admitted aligns with adequate staff resourcing;
- c) adequate support is available to the field education provider from the TEO;
- d) adequate support is available to ākonga on placement;
- e) academic staff are active in scholarship and reflective practice and meet the TEO's requirements for research and/or rangahau | Māori-determined engagement with research;
- f) academic staff reflect diversity in skills and knowledge and include specialist and cultural expertise, including indigenous knowledge.

1.3.4 The TEO must provide opportunities to all academic staff members to build and maintain professional knowledge and practice skills and preserve the integrity of their professional identity by enabling them to:

- a) keep up to date with current trends and issues in social work practice;
- b) build and maintain skills in te reo Māori, kaupapa and tikanga Māori and Mātauranga Māori;
- c) maintain links with their respective communities, including but not limited to hapū/iwi, 'aiga, whaikaha/disability, LGBTQ+.

1.4 Programme delivery

1.4.1 Programme delivery draws on both social work expertise and interdisciplinary approaches:

- a) teaching of all social work specific theory, practice and skills components of the curriculum is carried out by social work programme academic staff members;
- b) input from other disciplines may draw from humanities, health sciences, social sciences, and law;
- c) the programme includes teaching of indigenous knowledge and perspectives including but not limited to Mātauranga Māori and Te Tiriti o Waitangi;
- d) the programme supports and recognises specialist and cultural expertise contributions from community experts;
- e) the academic unit must demonstrate that all ākonga have developed the competence and demonstrated the skills to practise as a graduated social worker eligible for registration with the SWRB

1.4.2 Distance programme requirements:

- a) must include a minimum of 20 days face to face teaching of social work skills over the course of the programme;
- b) the 20 days must not be considered a replacement for field education or field education preparation requirements;
- c) it remains the responsibility of the TEOs to assure the SWRB that distance ākonga have developed sufficient skills and competence to practise as a graduated social worker eligible for registration with the SWRB.

1.5 Stakeholder Engagement

The academic unit will have a community and stakeholder engagement plan and provide evidence which demonstrates that:

- a) the community, including iwi, has been provided with opportunities to collaborate with the programme on matters relating to design, development, and delivery;
- b) community/stakeholders will be representative of the diverse communities in which the programme is located;
- c) a range of multi-disciplinary stakeholders have been engaged in design and review of the programme.

1.6 Quality Assurance

1.6.1 The TEO must have quality assurance policies, guidelines, and processes for:

- a) ākonga assessment;
- b) internal and external moderation of the assessment of ākonga learning across all components of their qualification;
- c) ākonga evaluation of courses and programme;
- d) evaluation of academic staff members;
- e) staff evaluation of courses and programme;
- f) external peer review and assessment of curricula.

1.6.2 The academic unit must report to the SWRB annually (currently through the Annual Education Report), with information including but not limited to the following:

- a) the staff: ākonga ratio;
- b) ākonga demographics;
- c) attrition numbers with explanatory information;
- d) graduate destinations information;
- e) any other information as required by the SWRB.

1.7 Collaboration with the TEO and the academic unit

The TEO/Academic Unit will consider the SWRB as a key stakeholder and communicate with the SWRB on at least an annual basis, and, as necessary, to:

- a) inform the SWRB of issues that impact staffing requirements as in 1.3;
- b) inform the SWRB of issues that impact programme delivery requirements as in 1.3 and 1.4;
- c) provide the SWRB with information on stakeholder engagement arrangements as in 1.5;
- d) provide the SWRB with the quality assurance information requirements as in 1.6.2;
- e) review with the SWRB the admission and ākonga journey requirements in 2.1 and 2.2.
- f) inform the SWRB of difficulties with identifying and maintaining suitable field education providers in 4.2.2;
- g) share areas of mutual interest pertaining to current pedagogy and curricula.

Domain 2: Manaakitanga | The Ākonga Journey

He Arapaki value: Manaaki

Pou Tāhu:

Where the student is appropriately supported throughout their study in order to blossom into a competent and capable social work graduate, endowed with mātauranga, an ambassador of their education provider.

Whakataukī:

Mā mua ka kite a muri;

Mā muri ka ora a mua

Those who lead give sight to those who follow

Those who follow give life to those who lead.

2. Supporting the Ākonga Journey

The TEO and the Academic Unit ensures that all processes which support the ākonga journey from enrolment to graduation are mana-enhancing in order to produce graduates who are engaged through their ākonga journey, and competent and fit to practise social work and therefore eligible to register when graduated in accordance with section 6 of the Social Workers Registration Act 2003.

2.1 Admission

2.1.1 Admission criteria into the social work programme will:

- address academic and professional suitability and include Police checks at admission under the Children's Act 2014 (noting that the Clean Slate principle does not apply - Criminal Records (Clean Slate) Act 2004, ss14,19);
- require English language proficiency as per the TEO's admission policy, with support provided by the TEO as necessary to ensure that ākonga at graduation can communicate effectively for the purposes of practising as a social worker, and their ability to communicate in and comprehend English is sufficient to protect the health and safety of the public as per section 47(2b) of Social Workers Registration Act 2003;
- support the development of a diverse social work workforce;
- ensure no applicant is discriminated against as per the Human Rights Act 1993.

2.1.2 Prior to the applicant accepting a place on the programme, the TEO will provide sufficient information to ensure that the applicant can make informed decisions about their probable professional suitability for graduation from the programme. Knowledge of the SWRB's conditions for registration will be conveyed to applicants through:

a) course information prior to admission and across the length of the programme, including but not limited to:

- course aims and structure;
- learning outcomes;
- assessment criteria;
- attendance requirements;
- examination rules;
- annual police checks;
- field placement requirements.

b) integration of the SWRB's regulatory requirements throughout the programme content, including but not limited to:

- SWRB Core Competence Standards;
- SWRB Code of Conduct;
- SWRB Fit and Proper Person Policy;
- ANZASW Code of Ethics/Ngā Tikanga Mātātika;
- SWRB Registration process.

c) information on the policies and procedures which reinforce the SWRB's expectations for registration and practice:

- reviewing of ākonga progress annually to ensure ongoing academic suitability and fitness for registration and practice;
- exiting ākonga who are not demonstrating academic suitability or fitness for registration and practice;
- academic appeals processes;
- providing targeted academic or other support in areas where barriers to ākonga retention and success are identified;
- maintaining the mana of ākonga during the review and exiting process.

2.2 Selection

2.2.1 Selection of applicants into the social work programme will:

- a) support the development of a diverse social work workforce;
- b) manage sharing of information with stakeholders with sensitivity and integrity and
- c) maintain confidentiality of applicant's private information;
- d) remove barriers to admission for otherwise suitable applicants in consultation with the SWRB Registrar.

2.2.2 The selection of applicants into the social work programme may involve iwi, community partners, stakeholders and/or agencies.

2.2.3 Recognition of Prior Learning (RPL):

The TEO's policies regarding credit transfer and recognition of prior learning will:

- a) be clearly articulated and transparent and be determined by the TEO and the social work programme lead;
- b) require at the postgraduate level a content review of the candidate's previous degree(s) and of their relevant prior experience;
- c) not apply to field education unless the transfer is from a current SWRB prescribed programme.
- d) remove barriers to admission for otherwise suitable applicants in consultation with the SWRB Registrar.

2.3 Information provision

2.3.1 Ākonga are provided with information on support available to them while on the programme, including:

- a) ākonga wellbeing services such as health and counselling, cultural, spiritual, disability, learning and academic support, financial advice and campus recreational activities;
- b) opportunities for referral to appropriate services which may be provided externally;
- c) access to devices, data and learning support for the use of technology;
- d) an awareness of the TEO's policies and procedures for identifying and supporting the academic, professional and practice development of ākonga.

2.3.2 Ākonga are informed:

- a) of expectations for their own participation in and contribution to the programme;
- b) that their ongoing success in the programme will be annually assessed in conjunction with the academic unit;
- c) that ākonga may be exited from the programme where unsuitability to practice is identified;
- d) that the TEO's academic staff have the regulatory function of ensuring ākonga competence to practice prior to graduation;
- e) that the TEO's academic staff only recommend individual ākonga to the SWRB Board for registration when the graduate has been deemed to be fit to practice.

2.4 Commitment to Professional Development

Ākonga are actively and regularly engaged in evaluating their own professional development, ensuring that:

- a) their academic suitability, fitness for registration and practice development are assessed throughout the programme, with any issues of concern addressed as they arise;
- b) public safety is of primary consideration in the professional development experiences of the ākonga with the public, ensuring that the professional development is enhancing the profession;
- c) ākonga understand the privacy principles and work within the Privacy Act 2003;
- d) ākonga record and evaluate their own progress.

Domain 3: Kaitiakitanga | Curriculum and Field Education

He Arapaki value: Māia and Mahitahi

Pou Tūārongo:

Ensuring the curriculum is sound and comprehensive

Whakataukī:

Tūngia te ururua, Kia tupu whakaritorito te tupu o te harakeke
Clear the under growth so that the new shoots of the flax will grow.

Curriculum

3.1 Knowledge and Skills

The TEO's curriculum will be designed and delivered to ensure that the graduate achieves the core knowledge, skills, processes, and values required to practice as a regulated professional in any setting in Aotearoa New Zealand as per the SWRB General Scope of Social Work Practice.

3.1.1 Knowledge

Upon graduation, the graduate must have the following knowledge:

- a) an understanding of core social work theory and knowledge, practice and skills;
- b) an understanding of the requirements of the SWRB Core Competence Standards and SWRB Fit and Proper Policy required for registration as a social worker under the Social Workers Registration Act 2003;
- c) knowledge of He Whakaputanga | Declaration of Independence and understanding of Te Tiriti o Waitangi, setting out the relationship between Māori and the Crown, and treaty rights and principles;
- d) an understanding of the historical, political, socio-legal and power relationships that have shaped and continue to shape social work in Aotearoa New Zealand;
- e) an understanding of colonisation/decolonisation and privilege when working with Māori and tangata whenua as the indigenous peoples of Aotearoa New Zealand;
- f) an understanding of indigenous and other contributions to social work in the form of cultural, theoretical, practice and research/rangahau expertise;
- g) an understanding of the colonisation, migration and social structures of Pasifika/Pacific peoples;
- h) an understanding of migrants' experiences which may include war, poverty, environmental displacement, and detainment;
- i) an understanding of social determinants and the intersectionality of personal identity through the lenses of gender, sexuality, disabilities, spiritualities and other diversities;
- j) an understanding of human development across the lifespan;
- k) knowledge of statutory responsibilities and legislation applying to the delivery of social work practice, including but not limited to, the Oranga Tamariki Act 1989, the Mental Health Act 1992, the Children's Act 2014 and other related legislation;
- l) an understanding of the impact of discrimination and the principles of collective responsibility, gender equity and social justice;
- m) an understanding of the importance of supervision in managing the complexities of social work practice, including cultural supervision;

3.1.2 Skills

Upon graduation, the graduate must have the skills to:

- a) integrate into practice the SWRB Core Competence Standards and SWRB Fit and Proper Policy, demonstrating an ability to practice in accordance with the standards and meeting the fit and proper requirements of a registered social worker.
- b) integrate social work theory, research and practise to a level enabling them to practice as a graduated social worker;
- c) work across the breadth of social work settings, with core skills as described in the SWRB General Scope of Social Work Practice;
- d) work within laws and regulations to discharge their statutory responsibilities;
- e) prepare for, engage, interview and work with individuals, whānau/families, carers, groups, iwi and communities to assess their needs and circumstances;
- f) plan, implement, review, and evaluate strengths-based social work practice and interventions with individuals, whanau/families, groups, iwi, and communities;
- g) assess and manage risk to individuals, whanau/families, carers, groups, and communities through assessments (both oral and written) of both risk and potentiality;
- h) assess and manage risk to self and colleagues when working with individuals, whanau/families, carers, groups, and communities;
- i) manage and be accountable, with professional supervision and support, for their own social work practice within their organisation;
- j) engage with clients to represent, protect, and advocate for human, legal and civil rights, social and economic justice, and self-determination;
- k) engage in inter-professional collaboration to facilitate the needs of clients, communities, and other professionals;
- l) demonstrate competence in writing especially report writing, technology and oral presentation skills;
- m) critically reflect on theory, skills and practice and demonstrate critical thinking in dealing with diverse people and networks;
- n) self-reflect and utilise supervision effectively;
- o) engage with issues of sustainability that actively support an understanding of community development, wellbeing of communities, and a commitment to environmental justice;
- p) act in accordance with the minimum professional standards of integrity and conduct that apply to Registered Social Workers and to the social work profession in general as per the SWRB Code of Conduct.

3.1.3 Mātauranga Māori

The curriculum must reflect and embed Māori, ā iwi, indigenous and cultural world views. These world views contribute to the development of interpersonal skills, self-awareness and self-care, social and emotional competence, and appropriate professional conduct. The curriculum must:

- a) evidence engagement with community partners, including iwi, to support ākongā to access knowledge, characteristics, and diversity of ā iwi and local communities and to have opportunities to learn about local initiatives, practice, and context;
- b) critique the relationship between tangata whenua and tangata Tiriti;
- c) provide a transformative understanding of colonisation and privilege when working with Māori, tangata whenua and mana whenua as the indigenous peoples of Aotearoa New Zealand.

Field Education

3.2 Purpose of Field Education

Field education placements enable ākonga to apply social work knowledge, skills, processes, and values in and practice settings, and demonstrate capability to meet the fitness requirements for SWRB registration.

Field education will be delivered through a collaboration between the TEO, the field education provider, and registered social workers in the field education practice setting. Ākonga will be placed in an authentic social work employment environment where they learn through active engagement in purposeful social work tasks.

3.2.1 Field education placements provide opportunities for the ākonga to:

- a) integrate social work theory, research, practice approaches and Mātauranga Māori world views within at least two different practice contexts;
- b) work with diverse peoples, cultures and perspectives;
- c) learn to engage, assess people and situations, plan, carry out, review and evaluate social work practice;
- d) learn statutory care and protection processes;
- e) experience local community engagement
- f) interact with other professionals, both regulated and unregulated and associated agencies;
- g) learn self-reflective skills in a professionally supervised environment in order to self-assess and set personal learning goals against the SWRB General Scope of Practice, the SWRB Core Competence Standards and the SWRB Code of Conduct;

Exceptions can be applied in consultation with the SWRB Registrar.

3.2.3 Field placements provide opportunities for the academic unit to:

- a) obtain feedback on ākonga direct practice of social work skills and their understanding of the SWRB Code of Conduct and the ANZASW Code of Ethics;
- b) make a final assessment of fitness for registration against the SWRB Core Competence Standards and the SWRB Code of Conduct.

3.3 Field Education Placement Requirements

The TEO will identify and coordinate a minimum of two field placements for ākonga in the final two years of the programme. Coordination of field education, including placement allocation and final assessment of ākonga competence is the responsibility of an academic staff member in the social work programme.

3.3.1 Each placement will be a minimum of:

- 900 hours across 120 to 150 days;
- six hours per day;
- three days per week.

3.3.2 Conditions of placement:

- one placement must be for 50 days;
- the hours per day can be negotiated from a minimum of six hour but should reflect the hours of a full time social workers.

3.3.3 Through discussion with the SWRB Registrar, ākonga may undertake two placements at their place of work in exceptional circumstances, as long as they are:

- exposed to two differently structured settings;
- have a different supervisor for each setting.

3.3. For ākonga who are placed within their current employment organisation, the field education experience must:

- a) provide a significantly different social work experience to their regular employment and/or to any previous placement within the same agency;
- b) include learning goals related to integrating new skills and knowledge;
- c) ensure there is a plan in place for supervision, the management of the dual role of employee and ākonga, and live observations of practice;
- d) ensure the experience offers different practice contexts and approaches.

3.3.5 The programme will have an effective process for assessing and monitoring the field education provider's suitability for providing field education experiences, that integrate fitness for registration requirements and previous ākonga evaluations and/or feedback. Field education placement selection must ensure that each placement has:

- a) adequate numbers of appropriately qualified and experienced staff;
- b) a supervisor of no less than three-five years' full social work registration and with a current Practising Certificate;
- c) opportunities for ākonga to gain experience in social work processes;
- d) policies to protect public safety, and a process for ākonga to be orientated to these;
- e) health and safety and HR policies and procedures are in place, and a process for ākonga to be orientated to these.

3.3.6 All ākonga undertaking field education must have reflective supervision of a minimum of 1 hour per week or pro-rata equivalent if undertaking part-time placement:

- a) supervision can be individual, group, cultural, peer, kaupapa, remote;
- b) one placement must include 1 hour per week/pro-rata individual supervision from a Registered Social Worker;
- c) the academic unit provides formal preparation for new field supervisors to orientate them to the requirements of the social work programme;
- d) the academic unit offers ongoing support and education to experienced field supervisors.

3.3.7 The TEO must provide the field placement provider with a Field Education Handbook which details:

- a) the field education placement process for:
 - attendance requirements;
 - orientation to the practice site and organisational expectations;
 - orientation and agreement with organisational policies and procedures;
 - an individual learning plan with goals;
 - a live observation plan;
 - a supervision plan which includes the assessment processes;
 - options for ākonga support while on placement.
- b) up-to-date documentation on:
 - SWRB Fit and Proper policy;
 - SWRB Code of Conduct;
 - SWRB General Scope of Practice,
 - SWRB Core Competence Standards;

- ANZASW Code of Ethics.

c) guidance to ākonga and field education providers on how to manage ākonga leave, during the field education placement which:

- supports ākonga to attend funerals or tangihanga, or other unplanned leave;
- ensures ākonga are able to undertake replacement hours to complete field education requirements.

3.4 Field Education Placement Management and Evaluation

A partnership approach between the academic unit and the field education provider will support ākonga learning and support consistency in learning and assessment processes between placements and placement providers.

3.4.1 The academic unit will have a process for assessing an organisation's suitability for providing field education experiences, considering existing audit and accreditation requirements from external agencies for the organisation and ākonga evaluations of their field education experience.

A documented agreement between the academic unit and the placement provider will outline:

- a) processes for communication between the academic unit's field placement coordinator and the placement supervisor;
- b) expectations for timely information on issues pertaining to ākonga that negatively impact their placement experience including:
 - ākonga attendance;
 - ākonga wellbeing;
 - ākonga safety;
 - incidents of public safety involving ākonga;
 - concerns about ākonga fitness for registration.
- c) information on support available from the academic unit to the placement supervisor, including the date of their most recent police check;
- d) a process for ākonga evaluation of their placement experience;
- e) a process for the academic unit and the placement provider to evaluate the field education experience against both the SWRB requirements and the academic unit's requirements.