

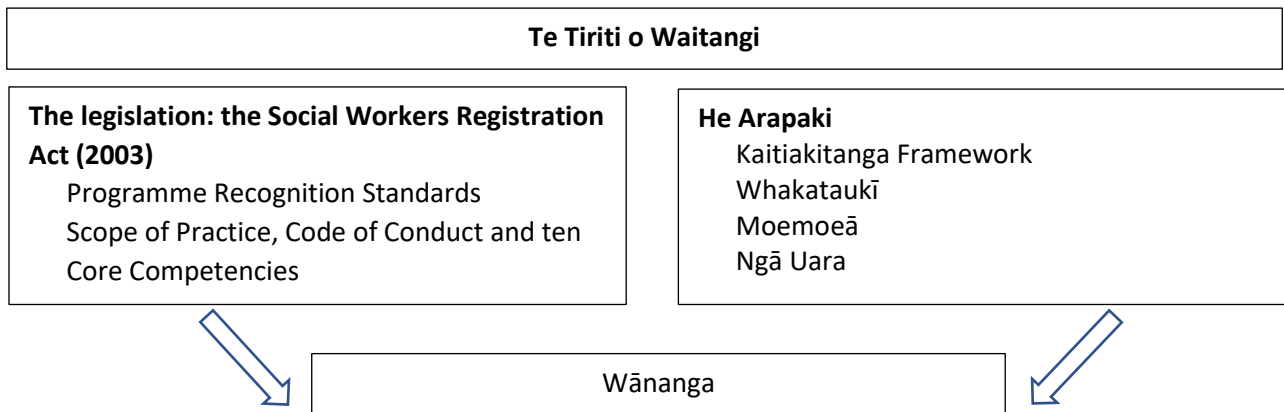


Social Workers Registration Board

Kāhui Whakamana Tauwhiro

WĀNANGA FOR THE REVIEW OF THE SWRB PROGRAMME RECOGNITION STANDARDS: KAUPAPA TUKU IHO/KEY RESOURCE DOCUMENTS

Two strands form the resource documents: the legislative mandate for programme recognition standards (including the standards themselves, and the Scope of Practice) and associated SWRB statements of standards such as the Code of Conduct and the 10 Core Competencies; and the concepts that fall out of He Arapaki, the SWRB Māori Strategy. Together they inform the key focal points for the wānanga. Overarching both strands is te Tiriti o Waitangi.



The Kaitiakitanga Framework was developed in 2015-16 by tangata whenua social workers to provide a cultural approach to underpin and inform social workers' competence to work with Māori. Its importance extends beyond competence assessment in the way that it constructs a Tiriti-based framework for social work in Aotearoa. The Kaitiakitanga Framework has four takepū (applied principles) that may help to frame the discussion in the wānanga for the programme recognition standards review.

- Kaitiakitanga - safe stewardship, guardianship and protection
- Rangatiratanga – to lead, advocate for, facilitate and act with integrity
- Manaakitanga - to engage in mana-enhancing relationships through the demonstration of care, mutual respect, hospitality, generosity and aroha
- Whānaungatanga - to purposefully connect and strengthen mutual and sustainable relationships

<https://swrb.govt.nz/about-us/news-and-publications/publications/#Kaitiakitanga-framework>

The legislation: the Social Workers Registration Act (2003)

The Social Workers Registration Board prescribes qualifications to practise social work within the general scope of practice.

When prescribing qualifications, the Board must be guided by the following principles:

(a) a qualification (either on its own or together with 1 or more other prescribed qualifications) must be necessary to protect the public.

(b) the number and types of qualifications prescribed for a scope of practice must not be so limited as to unnecessarily restrict the registration of persons as social workers:

(c) the qualifications (in total) prescribed for a scope of practice must not impose undue costs on persons seeking to be registered as social workers or the public.

Students who complete prescribed qualifications have the skills and knowledge to be able to practise as a social worker within the general scope of practice.

Achieving a prescribed qualification entitles a graduate to apply to be registered to practise social work.

Programme Recognition Standards (PRS)

<https://swrb.govt.nz/educators/>

The Programme Recognition Standards enable the SWRB to prescribe qualifications for social work in Aotearoa New Zealand: these are what are under current review.

The Board uses PRS to assess education providers to ensure they deliver a social work degree that

- meets the principles under the Act and the scope of practice.
- That enables graduates to meet professional standards for entry into the social work profession such as the Code of Conduct and the Ten Core Competencies.

Scope of Practice, Code of Conduct and the Ten Core Competencies

The Scope of Practice (<https://swrb.govt.nz/practice/scope-of-practice/>) was required by changes to the SWRA (2003), and provides a high-level description of social work in Aotearoa that enables a shared identity and common understanding of social work, underpinned by Te Tiriti o Waitangi.

The Code of Conduct (<https://swrb.govt.nz/practice/code-of-conduct/>) lays out the professional standards of behaviour, integrity and conduct that apply to registered social workers and that should apply generally in the social work profession.

The Ten Core Competencies (<https://swrb.govt.nz/practice/core-competence-standards/>) reflect practice standards accepted in social work in Aotearoa. The requirements of the Social Workers Registration Act 2003, the International Federation of Social Workers definition of social work and the ANZASW standards of practice have informed the SWRB in determining these standards, which are further strengthened by the Kaitiakitanga Framework. These competence standards are to be read in conjunction with the SWRB Code of Conduct and the ANZASW Code of Ethics. These standards identify minimum standards of practice for the social work profession in New Zealand.

He Arapaki (SWRB's Māori Strategy)

Within Arapaki (tukutuku) are embedded memory from time immemorial, rich histories of Māori origins, tales of our people, a taonga left by our ancestors. Arapaki embodies the vitality of Māori as a legacy handed down through the generations.

To provide guidance to He Arapaki, a whakataukī was gifted by prominent TWOA kaumātua and teacher, Pā Danny Makamaka of Ngāi Tūhoe. The following was coined:

Whakataukī

He ara pūkenga, he ara Tauwhiro, hei whakamana mātā waka

The many pathways of knowledge, the many pathways of social work, to uphold the dignity of all.

The three strands provide the model to help distil further thinking:

- *He ara pūkenga* recognises how we have been shaped by Māori esoteric knowledge and histories of the past. As an example, this strand acknowledges the influential work of our prominent leaders and also our people who work tirelessly with our whānau. Some of these influential pieces of work include Pūao Te Ata Tū, Kaitiakitanga Framework and Te Whare Tapa whā (to name a few).
- *He Ara Tauwhiro* acknowledges our past and how we want to bring this into the present (in readiness for the future). It is about utilising ancient wisdom to change and innovate more modern business solutions that are conducive to Māori.
- *Hei whakamana mātā waka* signifies our moemoeā! It invokes kaitiakitanga, encapsulates whakawhānaungatanga and gives full expression to manaakitanga. It is about protecting and enhancing the mana of our people and the mana of our whānau.

Moemoeā

Manaaki tangata, manaaki whānau

Looking after one another, looking after our whanau

If the whakataukī symbolises the three Arapaki (tukutuku panels), used to adorn the inside walls of the wharenuī, then the four values (*matatika, manaaki, mahitahi, māia*) are the ‘pou’ that stand between the three Arapaki and keeps them together...strong.

Ngā Uara (SWRB Values)



MATATIKA

Matatika To do what is right and just, ethical, fair, equitable, honest, unbiased, impartial, moral, trustworthy



MANAAKI

Manaaki To look after the dignity of others, to support, to tend to, take care of, protect, look out for, show respect, generosity, and kindness towards others



MAHITAHĪ

Mahitahi To work together as one, collaborate, cooperate, co-design, connect, interact, reciprocate, discuss, debate, work in unity with teamwork and synergy



MĀIA

Māia To be bold, brave, capable, confident, courageous, and have endurance, strength, resilience

The focus of this wananga: Governance

n.b. The purpose of the review is to examine the current six Programme Recognition Standards, therefore the wānanga are constructed around the six existing standards as a beginning framework.

The 2022 standards, for which we are now consulting, do not have a pre-determined framework, and will be developed out of this consultation.

This is the set of standards in the current PRS focused on Governance – some of these standards may be addressed in other wananga.

Standard 1: Governance	
1.1	The programme maintains the relevant tertiary education accreditation and approval for the curriculum.
1.2	The tertiary education provider responsible maintains control of all aspects of the programme. However, they work in partnership with key stakeholders to ensure the quality of all aspects of the curriculum delivery including field education.
1.3	The programme is implemented through a distinct social work unit which has a clear identity within the educational institution.
1.4	The mission of the social work unit reflects the values and ethical principles of social work.
1.5	Overall academic leadership of the social work programme is the responsibility of a social work academic staff member who will have the authority and responsibility for professional decision-making, including ensuring that: <ul style="list-style-type: none"> (a) the entry criteria for student selection and the student’s progress through the programme include assessments of fitness for registration in accordance with S.6(b) of the Social Workers Registration Act 2003 (the Act) (b) there is a clearly articulated process for identifying and exiting students who are not achieving the academic outcomes or practice and professional standards, and (c) all social work academic staff members meet the qualification and registration requirements (d) the tertiary education provider provides opportunities to social work teaching staff to maintain sufficient experience in the field to keep up-to-date with current trends and issues in social work practice (e) teaching of all social work theory, practise and skills components of the curriculum is to be carried out by social work academic staff members.