



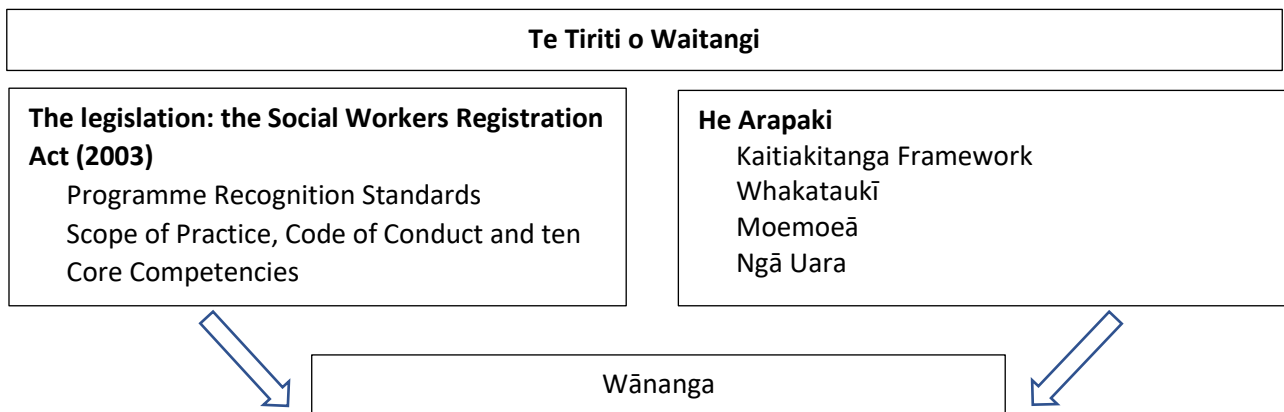
# Social Workers Registration Board

Kāhui Whakamana Tauwhiro

## WĀNANGA FOR THE REVIEW OF THE SWRB PROGRAMME RECOGNITION STANDARDS:

### KAUPAPA TUKU IHO/KEY RESOURCE DOCUMENTS & GUIDING QUESTIONS

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



**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



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



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

## The focus of this wananga: Field Education

*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 Field Education – some of these standards may be addressed in other wānanga.*

**NB. Due to the pandemic, in 2021 the SWRB issued interim guidelines to create flexibility in Programme Recognition Standards requirements while the country was under red or orange conditions. The link to these guidelines, which are designed to maintain quality and standards while not unnecessarily prejudicing taura or programmes, can be found, with the PRS themselves, here: <https://swrb.govt.nz/educators/>**

<b>Standard 3: Field Education</b>	
3.1	The programme will require students to undertake a minimum of 120 days of fieldwork education in the final 2 years of the programme. Fieldwork specific tasks can be embedded into the 120 days
3.2	Field education will be delivered through a collaboration between the tertiary education provider, the agency, and practitioners supporting the students in the field education.
3.3	Field education will be sufficient in complexity of tasks and learning opportunities to ensure that students are prepared for beginning generic professional social work practice.
3.4	The programme will have an effective process for assessing agencies' suitability for providing field education experiences, taking into account existing audit and accreditation requirements from external agencies for the organisation and student evaluations of their field education experience.
3.5	The tertiary education provider will have clearly articulated policies and processes for field education that ensure: <ul style="list-style-type: none"> <li>(a) integration of theory, research, and practice learning</li> <li>(b) diverse and appropriate social work field education experiences</li> <li>(c) adequate resourcing to provide quality learning experiences</li> <li>(d) the field education agency provides the student with appropriate working conditions with good health and safety arrangements in place, and</li> <li>(e) that all parties involved in field education are experienced and qualified for their roles in supervision and assessment, with clear articulation of the mechanisms for training and support of these field education staff.</li> </ul>
3.6	The programme will have a field education handbook that provides a detailed plan for field education, including student orientation, administration, supervision requirements, learning goals, contracts, and assessment processes.
3.7	Co-ordination of field education, including placement allocation, will be the responsibility of a social work academic staff member.
3.8	Each tertiary education provider will work collaboratively with other recognised programme providers and health and social service agencies within the region/s to ensure effective management of placement allocation.
3.9	There will be at least of two placements, both of which must be a minimum of 50 days duration over a minimum of 3 days per week or equivalent.
3.10	Students will be exposed to at least two potential fields of practice in differently structured settings.
3.11	A student will undertake no more than one field education experience within the student's place of work.
3.12	If students are placed within their current employment organisation, the field education experience will have: <ul style="list-style-type: none"> <li>(a) a field education experience that provides a significantly different social work experience to their normal employment</li> <li>(b) Learning goals related to the integration of new skills and knowledge, and</li> <li>(c) A plan in place for supervision and management of the dual role of employee and student.</li> </ul>
3.13	Supervision will be the joint responsibility of the educational institute and the agency providing the field education experience
3.14	All students doing field education will have supervision, of a minimum of 1 hour per week or equivalent, provided by a social worker with full registration, at least 2 years of supervised social work practice in New Zealand and a current Annual Practising Certificate.
3.15	At least one field education experience will be supervised on site by a social worker who holds full registration, at least 2 years of supervised social work practice in New Zealand and a current Annual Practising Certificate.
3.16	The social work academic staff member overseeing the student while on field education experience will not be the supervisor of the student for that field education experience.
3.17	The tertiary education provider is responsible for field education assessments which will be conducted through a joint process involving the tertiary education provider, the agency and the student.
3.18	Students' field education assessments will assess their capability to demonstrate and apply social work knowledge, skills and values in a practice setting.

## Ngā pātai for this wananga:

1. How should Te Tiriti o Waitangi shape field education?
2. How could the moemoeā

### ***Manaaki Tangata, Manaaki Whānau***

*Looking after one another, looking after our whānau*

shape field education?

3. How can each Takepū give expression to social work field education?
  - Kaitiakitanga
  - Rangatiratanga
  - Manaakitanga
  - Whanaungatanga

## Where to from here? Wānanga, reference group, drafting & public consultation.

This wananga is the third in the series of six. Participants will be sent the collated notes for the wananga that they attended: if you have signed up for the reference group, you will receive them all.

The wānanga consultation supports the work of the review working team, who will then lead the consultation with the wider reference group. Draft programme recognition standards will then be developed in consultation with policy and legal advisors in the SWRB secretariat, offered for public consultation and then presented to the SWRB senior leadership team, the SWRB Kahui and Board in July, for final Board approval in August.