



AASW
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Australian Association
of Social Workers

Australian Association of Social Workers

Accreditation Evidence Guide

This AASW Accreditation Evidence Guide is informed by professional competencies as outlined in the AASW Australian Social Work Education and Accreditation Standards (ASWEAS), AASW Practice Standards, and AASW Code of Ethics.

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Declaration

Social workers acknowledge the Aboriginal and Torres Strait Islander peoples, their families and communities, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures that deepen and enrich the life of our nation and communities.

Social workers commit to acknowledge and understand the historical and contemporary disadvantage experienced by Aboriginal and Torres Strait Islander peoples. We work together in solidarity with them.

The AASW's vision is to increase understanding across the Australian social work profession about the histories and culture of the First Australians, to celebrate their achievements and resilience, and to develop meaningful relationships founded on mutual respect.

1. Overview & Purpose

The AASW Accreditation Evidence Guide was developed to assist Higher Education Providers (Provider) with preparing evidence which forms the demonstration of compliance of their social work programs against the Australian Social Work Education and Accreditation Standards (ASWEAS) and ensures that their students achieve nominated graduate attributes. The Evidence Guide should be used in conjunction with the Australian Social Work Education and Accreditation Standards (ASWEAS), and AASW Practice Standards 2023.

The AASW Accreditation Assessment Panel (Panel) in making their assessment must decide whether each of the Standards are met or not met and be confident that the achievement is on balance, supported by sufficient evidence. The Panel may request additional evidence to be provided at the site visit or through discussions with various stakeholders, being students, graduates, staff, supervisors, employers, committee members and industry. The Panel additionally, will receive from the Accreditation team, Provider Annual Reports submitted over the accreditation cycle or evidence acquired from elsewhere such as TEQSA. The Panel may request further evidence or clarification from the Provider, if they consider that it is required to meet the Standards.

The evidence requirements are detailed in broad terms to allow Providers flexibility in the format they choose to provide their evidence and the type of evidence utilised. The information is provided for each Accreditation Standard to encourage a holistic approach to presenting evidence. The AASW has a student centred approach to assessing compliance against the Standards, by focusing on evidence of student outcomes and Providers practices, rather than solely inputs, and processes.

Providers are encouraged to submit evidence in its original format and can be evidence that has another purpose, such as a TEQSA audit. When preparing an accreditation application, Providers should aim for quality over quantity. The Provider may wish to utilise references to electronic data, and it may be applicable to more than one social work program, so the Provider is not expected to repeat, but make clear that the link is relating to more than one program and ensure that the data is easily accessible for AASW staff and Accreditation Assessment Panel members.

For Providers applying for an initial accreditation of a new program, there may be some evidence that cannot be provided in full yet, however the Provider would be expected to provide evidence of how they plan to meet that Standard once the program has commenced and where possible reflect the development including the stakeholder engagement of future plans.

2. Accreditation Documentation

2.1 Application Format

The AASW requires each Provider seeking to have one of their social work programs accredited to provide a detailed application demonstrating compliance with the ASWEAS. The application must be clear, coherent, accurate and sufficient to enable the Accreditation Assessment Panel to make informed decisions regarding the nominated program.

The AASW Accreditation team should be either provided with the application via an email to education@asw.asn.au or notified by email that the application can be accessed via a SharePoint, Dropbox or equivalent electronic link which is easily accessible to both the Accreditation team and Accreditation Panel Members.

The Provider must complete the application for accreditation utilising the *AASW ASWEAS Application for Program Accreditation template* which can be found on the AASW Website.

2.2 Application Contents & Structure

Refer to Table 1 on the following page.

There are six parts to the application template.

1. Introduction and instructions
2. Provider and program context
3. Program structure and content
4. Degree requirements, admissions and learning outcomes
5. Governance, staffing and program delivery
6. Supporting documentation

2.3 Evidence Currency

The accreditation assessment represents a point in time based on subjects/units delivered in the preceding years of the accreditation cycle. For an initial accreditation application evidence will be reduced in some areas, as there will be no graduate student information or initial cohort documentation available prior to course commencing delivery, however the Provider should still be able to provide strong details on how their practices and delivery will function, with added emphasis on how the Provider built the curriculum, assessment strategy and stakeholder engagement for planned delivery. For evidence provided to demonstrate compliance, it should be in the form of the most recent delivery of any subject/unit.

2.4 Student work

Evidence of student work is a good way to support the application for your social work program. It may often be requested for assessment at the site visit by the Accreditation Assessment Panel.

It can be good practice to include samples of student assessment, student practical placement reports, survey data, academic credit or RPL as evidentiary support for the accreditation application.

2.5 Staff profiles

A Provider must outline their current staffing profile; this can be completed utilising *Appendix 1: AASW Staff details template* (on website). This includes the staff members' qualifications and appointment level, FTE, teaching role and responsibilities, professional memberships, and research activities.

2.6 Program Curriculum

A Provider must as part of the application include the following as a basis:

- Program outline or schedule
- Program Admissions detail, and the practice of admittance into the social work program
- Unit/Subject outlines

- Curriculum mapping especially core curriculum and mapping reflecting alignment with the AASW Profession specific Graduate Attributes
- Field Placement unit information and format of inclusion within the program schedule
- Field Education Manual, Field Education Learning Management Plan or equivalent and detail including how the Provider provides ongoing support and training for Field Education staff
- Demonstration of how the curriculum ensures the course includes and communicates to students practical skill units and interpersonal skills
- Academic Credit and RPL Policy and evidence of the practice within the program
- Governance structure of the Higher Education Provider and Social Work discipline school/department
- Structure and composition of the Course Advisory Committee or equivalent and how the Student Voice and Industry Voice are represented in the review of the program across the accreditation cycle.

The Provider will demonstrate through comprehensive detailed information the compliance with the ASWEAS. The use of visual content within the application such as concept maps, flow charts, can assist the Accreditation Assessment Panel in the explanation of statements against the accreditation standards. The Provider may also choose to include presentations at the site visit or recorded narrations to support their application.

The Provider should ensure all required documentation and templates are included in their application before forwarding it to the AASW for assessment.

2.7 Profession Practice Standards

The Australian Association of Social Workers (AASW) Practice Standards 2023 (the Standards) identify the minimum requirements of social workers in Australia considered acceptable by the AASW for effective, professional, and accountable social work practice. They describe how social workers apply their expert knowledge, understanding, and skills to ensure service users experience a level of quality that results in the best possible processes and outcomes. The Practice Standards are intended to be relevant to all social workers, irrespective of practice, context, or years of experience.

The Practice Standards (referred to within the ASWEAS through Appendix 1 *Professional specific Graduate Attributes*) provide a reference point for assuring the quality of practice and making social workers accountable to the people they serve. They additionally crystalise the core elements of practice for social workers and for those who use their services, including policy makers, employers, and other professionals working in related sectors.

2.8 Assessment of evidence

The AASW is dedicated to an outcomes focused accreditation approach, which is to foster a holistic approach to presenting evidence. The Provider focuses on the evidence to demonstrate what the outcomes achieve, rather than relying solely on inputs which presume the outcome can be achieved. This therefore denotes that the following guide to evidence is to show how the ASWEAS and graduate attributes can be met, however, it is not the only answer to demonstrate compliance. Providers are encouraged to provide evidence that is considered relevant to support the application. The Accreditation Assessment Panel will assess the Providers accreditation application and the detailed evidence provided, particularly regarding the graduate outcomes and how the assessments through the program delivery addresses this and the accreditation standards.

3. Submission Structure

TABLE 1	
	General
HEP Accreditation Assessment details	Table provided to capture details of Provider and program
Statement of Support	Declaration page
Section 1	Executive Summary
	Summary of the main points of the application
Information provided to on accreditation purpose, panel, categories, preparing application and supporting documentation	
Section 2	Provider and Program Context
HEP context	Note appropriate Provider history, the strategic priorities and new developments that have occurred over the accreditation cycle or assessments and reports relevant to Provider. Also note how SW fits into the Provider strategic focus
Faculty/Dept/School context	Note the overall profile, strategic priorities, new and emerging developments of area. How the School/Dept fits into the overall Provider structure. Where it is located and its history. Any developments that have occurred over the accreditation cycle or assessments and reports relevant
Program Context	Brief history of the program, summary of program(s) and planned programs. The commitment to the AASW principles and values. It can be helpful to note recommendation from last accreditation report and discuss what changes came from each one
Section 3	Program structure and content
Program structure	Outline the configuration and main elements of the program year by year
Pedagogical principles informing program design, content and assessment	Describe rationale for the program design, and how students will achieve AASW entry level standards for the profession, sequence and content and forms of assessment supporting student learning outcomes
Innovative approaches	Detail planned innovative approaches to program design and delivery in proposed accreditation period
Required curriculum content	Describe how graduates achieve the profession specific body of knowledge
Field Education	Describe and detail the Field Education component of the program
Section 4	Degree Requirements
English Language requirements	Detail how the program meets the IELTS for international students who have not completed Yr. 12 or equivalent in English language
Credit transfer	Describe how the principles, decision making and assessment processes for RPL, articulation and credit transfer are managed to ensure all core elements of course are undertaken
Achievement of graduate attributes	Describe the ways in which the program content and assessment of student learning is designed to ensure that students meet the ASWEAS Graduate entry level attributes
Section 5	Governance, staffing and program delivery
Governance arrangements	Detail and comment on SWAOU location, structure, leadership and how governance arrangements ensure quality and integrity of program
Stakeholder participation	Describe formal ways which major stakeholders are consulted regularly regarding program content, quality, currency, and integrity
Staffing	Provide a profile of academic responsible for leading the SWAOU and who have responsibility for delivery of the program.
Research Activities	Summarise and comment on main areas of research activities undertaken by members of the SWAOU
Program delivery	Detail the modes of program delivery designed to achieve the specified learning outcomes and how the program works across multiple sites
Student profile	Provide projection of student numbers and current year student enrolment data
Resources	Provide summary of current and projected resources
Section 6	Supporting Documentation
Listing	Provide a listing of the Provider supporting documentation

4. Accreditation Standards

For Higher Education Providers applying for accreditation or reaccreditation of their social work programs, they must demonstrate compliance with the Australian Association of Social Workers Accreditation Standards.

The compliance with the *Australian Social Work Education and Accreditation Standards (ASWEAS)* ensures that students graduating from a designated social work program have sufficiently demonstrated the knowledge, practical skills and attributes required to enter the profession.

The AASW adheres to the following fundamental characteristics of accreditation:

- Participation in the accreditation process is voluntary
- The process of accreditation is representative, responsive, and appropriate to the types of Providers accredited
- Accreditation is a form of self-regulation
- Accreditation requires Providers commitment and engagement
- Accreditation is based on a peer review process
- Accreditation requires a Providers commitment to student learning and achievement
- Accreditation requires a Providers commitment to the concept of quality enhancement through continuous assessment and improvement
- Accreditation expects a Provider to develop a balanced governing structure designed to promote integrity, autonomy, and flexibility of operation
- Accreditation expects a Provider to ensure that its social work programs are complemented by support structures and resources that allow for the total growth and development of its students.

In making an application for accreditation or reaccreditation, Providers must meet the requirements of the Standards and the mandatory reporting requirement through the AASW Annual Report. For Providers applying for initial accreditation there may be some Standard clauses that evidence is not yet available or incomplete. i.e., field education as for a course yet to commence there wouldn't be evidence of completions. While the Provider might have future strategies it may be that evidence just isn't available at this time of the accreditation. In this instance, the Accreditation Assessment Panel will evaluate the program's future strategies in how they plan to meet that standard within the initial phase of delivery.

On the following pages you will see examples of potential evidence that may be utilised as a guide to assist Providers in completing their application for accreditation. It is by no means an exhaustive listing and the role of the AASW is not to dictate what should be included, as each Provider will have their own processes and practices which they believe comply with the Standards.

5. Standards Evidence Guide

Standard 1 Context and Principles

This Standard correlates to Section 2 of the AASW ASWEAS Application for program accreditation.

AASW principles and values

As in other jurisdictions, social work in Australia is a complex and wide-ranging profession. Social workers practise in a variety of roles with diverse client populations: in statutory and voluntary settings; in metropolitan, rural, regional and remote geographical locations; as employees; and as private practitioners.

The social work profession in Australia adheres to the definition of social work jointly approved by the International Federation of Social Workers (IFSW) General Meeting and the International Association of Schools of Social Work (IASSW) General Assembly (July 2014):

Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.¹

Informed by principles of human dignity and worth, social justice and fairness, social workers work with, and on behalf of, individuals, families, groups and communities to:

- Enhance their individual and collective wellbeing and social development
- Resolve personal and interpersonal problems
- Improve and to facilitate engagement with the broader society
- Address systemic barriers to full recognition and participation
- Protect the vulnerable from oppression and abuse.

The AASW as professional accreditor

The Tertiary Education Quality and Standards Agency (TEQSA) is Australia's independent national regulator of the higher education sector. The role of TEQSA is to safeguard the interests of all current and future students studying within Australia's higher education system. It does this by regulating and assuring the quality of Australia's Higher Education Providers (HEPs). TEQSA is responsible for the registration and re-registration of HEPs and the academic accreditation and re-accreditation of courses of study. It applies the Higher

Education Standards Framework 2015 (HESF)² for regulatory purposes that include a requirement for providers to oversee course approval and self-accreditation processes by peak institutional academic governance processes.

In the absence of a legislated regulatory framework in Australia, the social work profession is self-regulating. Over time, the Australian Association of Social Workers (AASW) has become the body nominated by members, HEPs and the broader professional community to set and maintain standards of professional conduct for social workers educated or seeking to work in Australia. Since 1998, the AASW has had a Services Contract with the Commonwealth Government, whereby the Government devolved assessment of international qualifications to the AASW.

ASWEAS does not seek to duplicate the role of these bodies and does not assess against the standards in the HESF. However, it does acknowledge the baseline acceptable requirements for the provision of higher education in or from Australia under the seven domains of the HESF.

The professional accreditation of university courses of study is intended to ensure that a course of study linked to a professional discipline equips graduates from that discipline to achieve the professional competencies and learning outcomes necessary for entry into the relevant level of professional practice.³ The AASW acknowledges the new directions in the national accreditation processes encouraging flexibility and responsiveness to changes in the professional workplace. The accreditation standards aim to accommodate a range of educational models and variations in curriculum design and teaching methods, focusing first and foremost on HEPs demonstrating that students achieve learning outcomes and graduate attributes expected for entry-level social work professionals.

In meeting its responsibilities as a professional accreditor of social work programs, the AASW is guided by the principles of transparency, fairness and collaborative engagement with HEPs and other stakeholders. It acknowledges emerging good practices in accreditation, including the need to reduce the burden of accreditation processes on HEPs. To this end, the AASW is committed to an increasingly collaborative and collegial approach in working with HEPs with the aim of ensuring that graduate social workers are ready for professional practice.

By mutual agreement with HEPs, since the 1960s the AASW has been charged with the professional accreditation of social work programs. The professional accreditation process has several purposes.

These include:

- serving the public good by maintaining the integrity and accountability of the profession
- providing assurance to employers, government and the public
- delivering an independent quality-assurance process for evaluating social work programs provided by HEPs
- describing the base-level standard of practice that clients and service users should expect from social workers
- assisting student and graduate mobility, both within Australia and overseas.

The requirements for HEPs are set out in the Australian Social Work Education and Accreditation Standards (ASWEAS). These accreditation standards are, in turn, informed by the principles, values and professional competencies outlined in the AASW *Code of Ethics* (2020)⁴ and the AASW Practice Standards (2013).⁵ Meeting ASWEAS standards ensures HEPs design and deliver social work programs that clearly equip entry-level social workers to practise safely and effectively, thus making them eligible for membership of the AASW.

These Accreditation Standards are informed by the principles, values and professional competencies outlined in the:

- AASW Code of Ethics 2020
- AASW Practice Standards 2013

1. <http://ifsw.org/get-involved/global-definition-of-social-work/>

2. <https://www.legislation.gov.au/Details/F2015L01639>

3. Universities Australia and Professions Australia, Joint Statement of Principles for Professional

Accreditation (2016, March), <https://www.universitiesaustralia.edu.au/wp-content/uploads/2019/06/Joint-Statement-of-Principles-for-Professional-Accreditation.pdf>

4. <https://www.aasw.asn.au/practitioners-resources/code-of-ethics>

5. <https://www.aasw.asn.au/practitioners-resources/practice-standards>

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 1, which focuses on AASW principles and values. A Provider could include from the following suggested supporting evidence:

- Demonstrate how their curriculum and teaching methods incorporate the principles of human dignity and worth, social justice and fairness, and the empowerment of individuals, families, groups, and communities to enhance wellbeing and social development.
- Showcase how their social work program aligns with the definition of social work jointly approved by the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW).
- Highlight statements (within Mission, Vision, or Goals) that emphasise the provider's commitment to education, research, and the integration of social work within their broader goals.
- Highlight specific research projects, publications, and partnerships related to social work. This can include faculty research, student involvement, and collaborations with other institutions.
- Share sections of strategic plans that explicitly outline the integration of social work, such as goals, strategies, and initiatives related to discipline. Share excerpts or links from official documents that outline the provider's strategic priorities and show how social work aligns with those priorities.
- Include data and insights from Provider reports that demonstrate the Provider's dedication to advancing social work education and research.
- Present information on social work's relevance within the current societal and economic landscape broadly or more immediate surrounding the Provider or the marketing catchment area for enrolments.
- Highlight partnerships or collaborations with external organisations, government agencies, or NGOs that demonstrate the Provider's engagement with the community especially within social work context.
- Details of where the social work program is located within the Provider context and the processes for reporting between the university governance levels. Evidence of reporting lines from/to the Head of social work within the Provider, such as governance structure.
- A statement of the Providers educational thinking and pedagogical approach for the social program, including the methodology to interpersonal learning and practice and cultural responsiveness, including with Aboriginal and Torres Strait Islander cultures.

- Provide a timeline of the social work school/department establishment, significant milestones, and contributions to the field.
- Organisational chart that illustrates the hierarchy, leadership roles, and departments and detailing where the social work program sits within the Provider and school/faculty with respect to overall governance.
- Describe instances where the social work team has worked collaboratively with other Provider disciplines, through projects, courses or events.

When presenting this evidence, consider using a combination of written narratives, visual aids (charts, graphs, diagrams), and real-world examples to support your points. Additionally, ensure that your application is well-structured and easy to navigate, making it straightforward for reviewers to understand the Provider's strategic goals, social work integration, approach to education and research, and the broader context in which the social work school operates.

Standard 2 Graduate attributes, learning outcomes and assessment

This Standard correlates to section 3.1, 3.2, 4.1 & 4.3 of the AASW ASWEAS Application for program accreditation. The AASW profession-specific Graduate Attributes are presented in the ASWEAS under Appendix 1.

Social work is a growing and rapidly evolving profession. The AASW seeks to ensure that the next generation of social workers is equipped for new and diverse roles in a changing workplace. The AASW recognises its ongoing responsibility to ensure that graduates are equipped for this challenging environment. The Graduate Attributes and learning outcomes specified in the ASWEAS are intended to ensure that entry-level social workers have the foundational knowledge, skills and professional attitudes necessary for safe and ethical practice across all settings.

2.1 HEPs are required to show that assessment of students' professional knowledge and skills accords with the ASWEAS. They should be able to demonstrate that graduates have achieved:

- the generic academic Graduate Attributes specified at AQF Level 7 – BSW, Level 8 – BSW (Hons), or Level 9 – MSW(Q)
- the profession-specific Graduate Attributes identified in ASWEAS that address entry-level fitness for practice.

2.2 ASWEAS profession-specific Graduate Attributes (presented in full in Appendix 1) are itemised under the nine Practice Standards specified in the AASW Practice Standards (2023):

1. Social workers conduct themselves according to the values, principles and guidelines of the AASW Code of Ethics 2020.
2. Social workers practice in partnership with Aboriginal and Torres Strait Islander Peoples to support their priorities and aspirations.
3. Social workers advocate for policy initiatives and approaches to practice aimed at achieving fair and equitable access for people to social, health, economic, environmental and political resources.
4. Social workers practice respectfully and inclusively with regard to culture and diversity
5. Social workers practice within a professional knowledge framework informed by a critical understanding of contemporary social work theory and research.
6. Social workers make professional decisions on the basis of a holistic assessment of needs, strengths, goals and preferences of people.
7. Social workers actively contribute to strengthening and promoting the identity and standing of the profession
8. Social workers build and strengthen their practice through regular structured supervision from social work qualified supervisors.
9. Social workers monitor their skills, knowledge, and expertise to maintain, improve and broaden their professional development.

The Graduate Attributes specify entry-level expectations of social workers against each designated Practice Standards. Assessment of student performance against these nine Standards is central to ensuring that professional learning outcomes have been met and that the graduating students are equipped to practise ethically and safely as beginner practitioners.

2.3 HEPs are expected to provide clear evidence that all academic units within the social work program are conducted and assessed at a level of English appropriate to a linguistically demanding professional workplace.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 2, which focuses on the AASW Graduate attributes, learning outcomes and assessment. A Provider could include from the following suggested supporting evidence:

- Demonstrate how the ASWEAS profession-specific Graduate Attributes, are integrated into the curriculum across the social work program. Each of the Practice Standards specified should be explicitly addressed in the unit/subject and learning activities. This may be detailed through mapping.
- Rubrics, mapping or evaluation criteria used for assessing students' performance against the Graduate Attributes and the nine Practice Standards. These rubrics should be specific, transparent, and aligned with the entry-level expectations specified in the ASWEAS. Assessment criteria utilised need to ensure that students are aware of the linguistic standards they need to meet and help indicate if a student is requiring additional support.
- Evidence of how teaching and assessment of ethical practice is embedded within the academic and field education curriculum.

- Assessment criteria reflecting student performance at an appropriate AQF Level standard, it should be clear and designed to evaluate students' proficiency in each area, ensuring they are equipped to practice ethically and safely as beginner practitioners.
- Present data on student performance in assessments related to the Graduate Attributes specified noted in the ASWEAS. This data should demonstrate that the majority of students have achieved the expected level of competence in the relevant areas. This may be through QILT data, graduate outcomes national reports or internal reporting, course satisfaction reports.
- May provide evidence of external review and accreditation processes that validate the alignment of their social work programs with the ASWEAS. This might include benchmarking reports, external reviewer reports and feedback from professionals in the field.
- Include sampling of student's work which showcases student portfolios or capstone projects that demonstrate how students have developed and integrated their abilities across the eight Practice Standards. These projects should serve as evidence of the students' readiness for entry-level social work practice.
- Provide feedback from stakeholders, such as field supervisors, agency partners, and alumni, on the preparedness of their graduates in meeting the profession-specific Graduate Attributes and the Practice Standards. This feedback can offer valuable insights into the effectiveness of the program's alignment with the ASWEAS.
- Detailed unit/subject outlines that indicate the linguistic demands of each academic unit within the social work program. These should outline the types of assignments, readings, and assessments that students will encounter and explain how these activities contribute to linguistic preparation for a professional workplace.
- Demonstrate that they offer adequate English language support services to students who may require additional assistance in meeting the linguistic demands of the social work program. These support services may include language workshops, tutoring, language labs, or English language courses.
- Evidence of support services for Aboriginal and Torres Strait Islander students to maximise their potential for successful graduation and retention.
- Demonstrate that students are adequately prepared linguistically for their field practicum experiences, where they will be expected to communicate effectively in professional settings. This could include language training and focused activities on professional interpersonal skills such as communication and interaction.
- Detail the process, for if an Honours student doesn't submit their thesis or fails their research thesis, are there other options.

Standard 3 Required Curriculum

This Standard correlates to section 3.4 of the AASW ASWEAS Application for program accreditation. The required curriculum is presented in full in the ASWEAS Appendix 2.

Social work graduates at all relevant Australian Qualifications Framework (AQF) levels must demonstrate:

*A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.*⁶

To ensure that students graduate with the required profession-specific body of knowledge, social work programs are required to include the following curriculum content:

1. constructions of social work purpose, place and practice
2. power, oppression and exploitation
3. the history and contribution of Aboriginal and Torres Strait Islander peoples
4. culture, identity and discrimination
5. psychosocial health and wellbeing across the life cycle.

The teaching of each of these core curriculum areas must include explicit consideration of the immediate relevance to social work practice of the material presented to students.

Teaching must also equip students with the skills, values and attitudes required for the effective translation of knowledge and understanding into professional performance.

6. <https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf>

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 3, which focuses on the AASW required curriculum. A Provider could include from the following suggested supporting evidence:

- Detailed curriculum map that clearly outlines how each of the required core curriculum areas (constructions of social work purpose, place, and practice; power, oppression, and exploitation; the history and contribution of Aboriginal and Torres Strait Islander peoples; culture, identity, and discrimination; psychosocial health and wellbeing across the life cycle) is covered in the social work program. The map should demonstrate the alignment of each area and how it contributes to students' broad and coherent body of knowledge.
- Unit/subject details for each core curriculum area. These materials should showcase the depth of understanding and the underlying principles and concepts presented to students. The syllabi should highlight how the material is immediately relevant to social work practice.
- Evidence that opportunities for development of reflection, critical thinking, practice reasoning are incorporated and assessed within academic and practice education contexts. Including that students reflect on their cultural identity and values and personal biases, acknowledging that they know through recognising their strengths and limitations where and when to seek support.
- Evidence that students are aware of a range of service delivery approaches and professional roles and how these are applied in different contexts to facilitate person-centred, family-centred and community-centred care.
- Evidence that the academic curriculum content relates to a range of approaches such as prevention, and promotion, advocacy, and interprofessional collaborative practice.
- Clearly articulate the learning outcomes for each core curriculum area, indicating the skills, values, and attitudes students are expected to acquire. The learning outcomes should demonstrate how students will develop a solid foundation for independent lifelong learning in the field of social work.
- Demonstrate that the assessment methods used in the social work program are designed to evaluate students' depth of knowledge and understanding in each core curriculum area. The assessment criteria should align with the immediate relevance to social work practice and the effective translation of knowledge into professional performance. The assessment and teaching should include the concept and value of groupwork and interprofessional collaboration.

- Demonstrate how the social work program integrates Indigenous knowledge and perspectives, especially concerning the history and contribution of Aboriginal and Torres Strait Islander peoples. Reflection of meaningful participation of and engagement with Aboriginal and Torres Strait Islander Peoples and communities for planning, development and implementation of curriculum and research. This may involve partnerships with Indigenous communities or the inclusion of Indigenous voices in the curriculum or Reconciliation Action Plan Committees or the Provider RAP Strategy/plan.
- Detail how feedback from students, faculty, and external stakeholders on the core curriculum areas in preparing social work graduates with a broad and coherent body of knowledge is gathered and utilised. This feedback may highlight areas of program strength and areas for improvement.
- If the application is for an initial program, it is beneficial to develop narrative to inform how the program and units have been constructed, a program construction synopsis, Provider level course development policy or procedure, rationale for choice of units, who developed the curriculum content and role of student voice, or Program Advisory Group going forward.

Standard 4.1-4.8 Field Education

This Standard correlates to section 3.5 of the AASW ASWEAS Application for program accreditation.

Standard 4.1

4.1 Field education learning experiences will enable graduates to demonstrate their ability to meet AASW practice standards across a range of diverse client groups and environments.

- 4.1.1 Students will complete 1,000 hours of professional practice learning involving no more than three placements.
- 4.1.2 At least two placements will involve distinctly different practice learning experiences.
- 4.1.3 At least 500 hours of placement experience must be undertaken in Australia.
- 4.1.4 No placement will be less than 250 hours.
- 4.1.5 500 hours of placement time will be undertaken in a direct practice role involving the application of professional interpersonal skills.
- 4.1.6 Students will complete at least one placement in a professional practice setting with an onsite social work field educator.
- 4.1.7 Students in employment will not have a placement in their current work role or under their current supervisor.
- 4.1.8 All placements will involve the active involvement of the student in social work roles.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 4.1, which focuses on the AASW required Field Education learning experiences. A Provider could include from the following suggested supporting evidence:

- Include clear and comprehensive field education policies and guidelines which outline the requirements and expectations for students' professional practice learning experiences. These documents should align with ASWEA Standard 4 and cover aspects such as placement hours, diversity of placements, direct placement roles, and involvement of the social work field educating team.
- Detail the process for maintaining records of students' field education experiences. (also, under 4.2)
- Evidence of placement partnerships and contractual arrangements. This may be a sample of agreement contract between the Provider, placement organisation and between student, Provider, or organisation.
- Detail the process used to select and approve field education placement sites. A listing of direct and indirect placements for the previous two years and external agencies utilised.
- Demonstrate the variety of placement opportunities for students, allowing them to gain experience in different placement settings and with diverse client populations. This may include placements in various fields of social work, such as healthcare, child protection, mental health, protection services, hospitals, or aged care.
- Describe how the Provider ensures that all students fulfil the requirements outlined in 4.1 such as the completion of 1,000 hours and the evidence of students' compliance with these requirements.
- Provide any samples of student paperwork where an exemption for any of the requirements under Standard 4.1 has been provided.
- Provide policies, procedures or guidelines which demonstrate that placements are well organised and supervised prior to student embarking on the placement. These should include details clearly defining the objectives and assessment of all placements and how this is communicated to students and supervising staff prior to placement.
- If the application is for an expansion to an existing program or introduction of an additional social work program, detail how the Provider will manage the growth of placements in terms of field education team, and sourcing organisations for placements.

Standard 4.2

- 4.2 The scope of assessment of field education activities will cover all learning outcomes required to ensure graduates are safe, ethical and competent to practise.
- 4.2.1. The assessment tasks will be designed and implemented using a range of agreed assessment strategies with contributions from all parties involved in the placement.
- 4.2.2 Contemporary, evidence-informed assessment activities are used, including direct observation of the student in academic and practice education settings.
- 4.2.3 Assessment of student performance on placements will provide clear evidence that they have achieved the specified learning goals and performance standards required.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 4.2, which focuses on the AASW required Field Education activities scope of assessment. A Provider could include from the following suggested supporting evidence:

- Provide deidentified examples of reports and assessments from social work field educators who supervised students during the placements. These reports should evaluate students' abilities to meet AASW practice standards across a range of diverse client groups and environments, involvement in social work roles and the application of professional interpersonal skills.
- Present a comprehensive assessment framework or unit/subject outline for field education activities. Clearly outline how all learning outcomes required to ensure graduates are safe, ethical, and demonstrate their competency to practice. It needs to detail the assessment strategies, used and the contribution from all parties involved in the placement process.
- May provide examples of assessment tasks used during field education placements, along with the corresponding rubrics. (Often part of the Learning Plan). These assessment tasks should be designed to be clear in the evaluation of a students' performance against the specified learning goals and performance standards required. Rubric should offer clear criteria for assessment and provide guidance on how to measure students' achievements.
- Demonstrate how the Provider involves all relevant parties, including students, social work field educators, and faculty/school, in the design and implementation of assessment strategies. This may include feedback and collaboration to ensure that assessment activities are fair, effective, and aligned with the intended learning outcomes.
- Demonstrate how the assessment activities align with the AASW Practice Standards, ensuring that graduates meet the professional standards set forth by the profession.
- Demonstrate how the Provider reflects a commitment to continuous improvement of their field education assessment processes. This could involve regular evaluations, feedback collection, and adjustments to ensure that assessment strategies are effective in measuring students' readiness for social work practice.
- Detail how the Provider maintains thorough records and documentation of students' performance during field education placements. This documentation should provide clear evidence that students have achieved the specified learning goals and performance standards required for safe, ethical and competent social work practice. Such as detail on any utilised platform for assessments or record keeping.

Standard 4.3

- 4.3 The contributions of the classroom and field settings are clearly integrated and reflect the philosophy and purpose of the program.
- 4.3.1 Each placement will have the status of at least one full academic subject.
- 4.3.2 Each placement will be accompanied by a HEP program of structured learning activities focused on integrating theory and practice.
- 4.3.3 The HEP program of practice–theory integration activities may be included within the required hours of the placement up to a maximum of 7 hours per 250 hours of placement, with a maximum of 28 hours across all field education placements.
- 4.3.4 Placements will be undertaken over at least two years of the professional social work program of study.
- 4.3.5 Students will successfully complete prescribed academic prerequisites prior to and between each placement.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 4.3, which focuses on the AASW required field settings are clearly integrated and reflect purpose of program. A Provider could include from the following suggested supporting evidence:

- Provider may include how theoretical concepts taught in the classroom are applied and reinforced during field placements.
- Unit/subject details or mapping needs to reflect that the field education units/subjects structure and format show how theory and practice are combined and how the placement aligns with program objectives. This may be through reports, reflections, or assessments that demonstrate how students connect classroom learning with their field education experiences.
- Documentation reflecting that placement complies with the ASWEAS regarding hours and that placement is completed over two years and provide a clear timeline for when placements are scheduled and how students successfully complete.
- Indication of any pre-requisites for the student to complete prior to placement, ensuring the student has foundational knowledge and practical skills needed to make the most of their placement experience.

Standard 4.4

- 4.4 A Field Education Unit will be responsible for the quality, conduct and integration of the field education program within the social work program.
- 4.4.1 The Field Education Unit will have an appropriate level of staffing and administrative support dedicated to the management of partnerships and the student experience.
- 4.4.2 The HEP will appoint a Field Education Unit Academic Lead with responsibilities for leadership, research and educational innovation in field education.
- 4.4.3 The Academic Lead must be appointed at Level B or above, a qualified social worker with at least five years post-qualifying experience and eligible for membership of the AASW.
- 4.4.4 The HEP will appoint one or more staff as designated Field Education Coordinator(s) with responsibility for ensuring that all placements meet ASWEAS requirements for student learning outcomes.
- 4.4.5 The Field Education Coordinator (s) will have a minimum of five years (FTE) of post-qualifying practice experience and be eligible for membership of the AASW.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 4.4, which focuses on the AASW required Field Education Unit. A Provider could include from the following suggested supporting evidence:

- Demonstrate and detail the support and supervision provided to students during their field education experiences. This may include workshops, seminars, and regular check-ins to ensure students are well supported throughout their placement.
- Provide a listing of direct and indirect placements for the last two years of the accreditation cycle.
- Provide information on the organisational structure of the Field Education Unit responsible for the quality, conduct, and integration of the field education program within the social work program. This should include details on how the unit/subject operates, its reporting lines, and its role in coordinating field placements.

- Detail that the Field Education Unit has an appropriate level of staffing and administrative support dedicated to the management of partnerships and student experience. This could include details on the number of staff members, their roles and responsibilities, and the resources available to support field education activities. Note: This may be detailed in the staff profile information, reflecting the alignment with requirements of the ASWEAS.
- Inclusion of documentation such as policies, procedures or guidelines which outline the roles and responsibilities, along with functions of the Field Education Unit and its staff members. These policies or documents should align with the ASWEAS requirements and ensure the quality and integrity of the field education program.
- Staff Profiles included as part of application should include all Field Education staff as well to reflect their appointments and experience. May include Field Education Coordinator position description or/and resume.

Standard 4.5

4.5 All participants involved in field education experiences will be provided with timely induction, training and support processes.

- 4.5.1 For each placement a Field Education Liaison Officer (FELO) will be appointed to provide oversight and support for the student and Field Educator.
- 4.5.2 The FELO will be permanent or contract appointment, with a minimum of five years full-time, post-qualifying practice experience, and eligible for membership of the AASW.
- 4.5.3 The FELO will meet with the student and Field Educator at least twice during the placement on-site or online face-to-face meeting.
- 4.5.4 The Field Educator will be the primary supervisor of the student during the placement with direct responsibility for the assessment of the learning outcomes from the experience.
- 4.5.5 Field Educators will be qualified social workers with a minimum of two years (FTE) post-qualifying practice experience and eligible for membership of the AASW.
- 4.5.6 Field Educators will provide a minimum of 1.5 hours of formal, structured supervision of students during every 35 hours of placement, at least half of which is on a one-to-one basis.
- 4.5.7 Externally appointed Field Educators will meet the same requirements, have the same role responsibilities, level of oversight and support, as those employed in agency-based positions.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 4.5, which focuses on the AASW requirement for all participants in field education to have induction, training, and support processes. A Provider could include from the following suggested supporting evidence:

- Evidence that the FELO meets with the student and Field Educator at least during the placement. E.g., register, report or forms completed.
- Demonstrate that different placement experiences utilising different supervisors to ensure effective breadth and depth of education and training for students. This may be shown through a breakdown of external and internal Field Educators utilised by Provider.
- Provision of clear documentation that outline the processes for timely induction, training and support for all participants involved in the field education experiences, including details of roles and responsibilities.
- Demonstrate and evidence that the Field Educators provide a minimum of 1.5 hours of formal, structured supervision of students during every 35 hours of placement to align with the ASWEAS and how that is completed. (may be through placement report)
- Detail how externally appointed Field Educators, who are not employed in agency-based positions, meet the same requirements, have the same role responsibilities, level of oversight, and support as those employed in agency-based positions as required in the ASWEAS.
- Documentation of the training and resources provided to FELOs and Field Educators to support their roles effectively. This may include workshops, seminars, guidelines, webinars, and support materials that assist them in their supervision and assessment responsibilities. If internal seminars are held for Field Education staff, you may wish to include slides, or presentation.

- If applicable, the Provider should detail information about any online platform system used to support their field education program or assessment components. This may detail how records keeping, set up of placements or assessments are organised and accessible to students. Please note this may be demonstrated or presented at site visit for panel members to gain an overview of system.

Standard 4.6

4.6 Students and Field Educators will have the information they need to fully engage in the field education experience.

4.6.1 A Field Education Manual will provide all participants with a detailed framework and administrative arrangements for placements, including attendance and assessment requirements, and roles and responsibilities of all parties.

4.6.2 The Manual will include a Learning Management Plan with the learning goals and performance expectations of students specified for each placement according to the AASW Practice Standards and ASWEAS General and Profession-Specific Graduate Attributes.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 4.6, which focuses on the AASW requirement for students and field educators to have information they need to complete the field education experience. A Provider could include from the following suggested supporting evidence:

- Field Education Manual that includes all the necessary information for students and Field Educators to fully engage in the field education experience. The manual should outline the framework and administrative arrangements for placements, including attendance, assessment requirements, expectations, assessment process, as well as the roles and responsibilities of all parties involved.
- Detail and provide if there is a separate Field Education Manual for Honour Students or does the Manual clearly identify how Honour student's placement may vary.
- Learning Management Plan template which specifies the learning goals and performance expectations for students during each placement. It is good practice to include some deidentified student sampling of students who have successfully completed their placement and where the student has not achieved satisfactory outcomes.
- Evidence to demonstrate a process for updating and revision of the Field Education Manual and Learning Plan to ensure that it remains current and relevant. This may include periodic reviews, feedback collection and adjustments, potentially through discussion at Course Advisory Committee meetings.

Standard 4.7

4.7 The conditions under which work experience may be recognised as credit for prior learning will ensure that students can achieve the learning outcomes of the program.

4.7.1 Recognition of Prior Learning (RPL) can be used only for part or all of the first placement.

4.7.2 A student who is approved for RPL must undertake a final placement in an organisation that provides onsite supervision by a qualified social worker.

4.7.3 The student must have worked for at least the equivalent of three full-time years in a setting deemed appropriate as a field education setting required for a first placement student and demonstrate competencies against AASW practice standards.

4.7.4 At least the final year of the student's work experience will be within three years of applying for RPL.

4.7.5 Assessment of applications for prior learning will be undertaken by a social worker eligible for AASW membership with at least five years post-qualifying experience including as a Field Educator of students on first placement.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 4.7, which focuses on the AASW requirement regarding credit for recognition of prior learning in relation to Field Education. A Provider could include from the following suggested supporting evidence:

- Provide a clear and comprehensive Recognition of Prior Learning (RPL) policy that outlines the conditions under which work experience may be recognised as credit for prior learning, and responsibilities of the applicant and the assessment panel. The policy should specify how RPL can be used for part or all of the first placement.

- Provide deidentified examples of RPL applications to demonstrate the Provide process and the reasoning for the outcome decision. For both successful applications and where RPL was not granted.
- Documentation which clearly outlines the eligibility criteria for students seeking RPL. This may include the minimum number of years and currency of work experience and demonstration of competencies.
- Evidence that the RPL applications are assessed by a social worker who is eligible for AASW membership and meeting ASWEAS requirements. i.e., who is responsible for assessing.

Standard 4.8

- 4.8 Field placements undertaken overseas will provide a student experience of equivalent quality to that of an Australian setting and will meet all ASWEAS requirements.
- 4.8.1 Direct responsibility for the placement and onsite supervision will be assigned to a qualified social worker.
- 4.8.2 The supervisor will have a minimum of two years of practice experience and be eligible for membership either the AASW or the equivalent professional association.
- 4.8.3 The onsite placement will be managed in conjunction with an appropriate in-country auspice such as an in-country accredited social work education program.
- 4.8.4 The program provider must appoint a staff member to liaise directly with their international counterpart.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 4.8, which focuses on the AASW requirement regarding overseas field education placements. A Provider could include from the following suggested supporting evidence:

- Provide clear and comprehensive policy or guidelines for field placements undertaken overseas. This document should outline the criteria and requirements for overseas placements to ensure an equivalent quality experience to that of an Australian setting.
- Evidence via staff profile, that the onsite placement staff with direct responsibility are qualified social worker(s) who meet the minimum requirements of the ASWEAS.
- Provide evidence that the overseas placement is managed in conjunction with an appropriate in-country auspice arrangement document.
- Evidence that the Provider has appointed a staff member from the social work program to liaise directly with their international counterpart, as required by the ASWEAS.
- Evidence to demonstrate that the Provider has a process for evaluating and moderating of assessing the quality and effectiveness of the overseas placements. This could include student feedback or from onsite supervisor, and assessment of learning outcomes, moderation reports.
- Evidence that they have safety and support measures in place for students undertaking overseas placements. This may include pre-departure orientation (being agenda or presentation slides), risk assessments, emergency protocols, and ongoing support throughout placements.
- Evidence of collaboration between the auspice organisation and their social work program team on the progress of the overseas placement process and social work expectations.

Standard 5-5.6 Degree requirements and admissions

This Standard correlates to section 4 of the AASW ASWEAS Application for program accreditation.

The Standard 5.1 & 5.4 displayed below require similar information hence evidence noted can apply to either.

Standard 5.1

5.1 Bachelor of Social Work and Bachelor of Social Work (Hons)

Bachelor programs combine an academic social and behavioural science curriculum with social work specific professional education. Programs are accredited on the assumption that graduates are able to meet the criteria for membership of the AASW.

BSW and BSW (Hons) graduates are required to complete:

Four years full-time of a Bachelor of Social Work degree at AQF Level 7 or 8, or its part-time equivalent, that includes at least one year of full-time studies in the social and behavioural sciences. A four-year program may include an embedded Honours program in accordance with AQF Level 8.

OR

Two years full-time of a Bachelor of Social Work degree at AQF Level 7 or 8, or its part-time equivalent, following a minimum of two years of a relevant undergraduate degree that includes at least one year of full-time studies in the social and behavioural sciences.

or

Standard 5.4

5.4 Master of Social Work (Qualifying)

The AASW supports diversity and innovation in approaches to Master of Social Work programs, which are configured in a variety of ways. These programs typically attract applicants who have undertaken prior study in the social sciences, social welfare, psychology, or related fields and who also have relevant prior learning experiences. MSW(Q) graduates are required to complete two years full-time of a Master of Social Work degree at AQF Level 9 or its part-time equivalent.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 5.1 & 5.4, which focuses on the AASW requirement regarding the Bachelor of Social Work / Bachelor of Social Work (Honours) and Master of Social Work (Qualifying). A Provider could include from the following suggested supporting evidence:

- Demonstration through the detailed documentation of the program structure and curriculum of the specific programs. This should include but not limited to:
 - Course guides, link to website, and/or syllabus
 - Student handbook
 - When student intakes occur, semester, trimester format, block teaching
 - AQF level compliance
 - Duration of studies, noting what graduates require to successfully complete, the required duration of full time or part time studies
 - Pathways for entry into BSW/BSW(H)
 - How the Honours program is embedded or separate documents reflecting the AQF 8 level
 - If Honours embedded is applicable, the criteria around student selection or the process for selection
 - If Honours embedded is applicable, course structure to reflect that students undertaking Honours stream still meet all core requirements if not taking same units
 - Accreditation status of social work program if already existing
 - Entry requirements for MSW(Q) regarding prior study in related fields.

The Standard 5.2 & 5.5 below require similar information hence evidence noted may apply to either. Please note the MSW(Q) additionally notes additional requirements regarding entering the Social Work program with at least one year or equivalent, of full-time study in the social and behavioural sciences.

Standard 5.2

5.2 Admission requirements: BSW and BSW (Hons)

5.2.1 Applicants for BSW and BSW (Hons) programs must meet the entry requirements as specified by the HEP and consistent with the requirements for admission to AQF Level 7- or 8-degree courses.

The Higher Education Standards Framework notes that:

Admissions policies, requirements and procedures are ... designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion. (HESF 2015 Admission 1.1)

Social work students require a sufficient level of English to enable them to engage in agency-based learning with vulnerable peoples.

5.2.2 To be accepted into the program, international students who have not completed a Year 12 or equivalent secondary school level qualification or higher qualification in the English language consistent with the requirements for admission to AQF Level 7-degree courses in Australia must have a minimum score of 7.0 or higher in each component (listening, reading, writing and speaking) of the Academic International English Language Testing System (IELTS) test, or equivalent, upon application.

Or

Standard 5.5

5.5 Admission requirements: MSW(Q)

5.5.1 Students admitted to the MSW(Q) are required to have completed a relevant three-year AQF Level 7-degree course that contains at least one year, or the equivalent, of full-time studies in the social and behavioural sciences.

5.5.2 To be accepted into the program, international students who have not completed a Year 12 or equivalent secondary school level qualification or higher qualification in the English language consistent with the requirements for admission to an Level 9 degree course in Australia must have a minimum score of 7.0 or higher in each component (listening, reading, writing and speaking) of the Academic International English Language Testing System (IELTS) test, or equivalent, upon application.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 5.2 & 5.5, which focuses on the AASW requirement regarding BSW/BSW(H) & MSW (Q) Admissions requirements and English language. A Provider could include from the following suggested supporting evidence:

- Evidence of Provider admission policy or documents, such as website, course guide, which note the requirements for the social work program(s). Including the academic and English language proficiency criteria for prospective students, along with any selection criteria the Provider may utilise, such as rubrics for ranking applicants, interviews – protocol or flowchart, essay or personal statements.
- Evidence of strategies aimed at increasing and the processes to review and monitor Aboriginal and Torres Strait Islander student recruitment, retention, and student number graduates.
- Detail the specific English language proficiency tests accepted for international students, as required by ASWEAS. This may include a link to the website information detailing the IELTS or any other equivalent tests recognised by the Provider.
- Evidence such as deidentified student examples or admission report extract, that demonstrate international students have completed the IELTS test and met ASWEAS requirements.
- Evidence modules, resources and/or units/programs or English language support services offered to international or domestic students to assist them in meeting the required proficiency or offered to them whilst studying for students who may be struggling with proficiency. E.g., workshops, tutoring, other resources
- Evidence information on the how students are progressing through their studies and how assistance is provided to them if required, this may include the use of early intervention assessment tasks, progress reports, intervention methods offered.
- Provide deidentified student sampling of entry into program for students who have completed an Undergraduate degree with at least one year or equivalent of social and behavioural sciences and how any academic credit has been awarded within the MSW(Q) program. The Provider may include data on how many students have been granted academic credit upon entry into the Master level program.

The Standard 5.3 & 5.6 below require similar information hence evidence noted may apply to either. Please note the MSW(Q) additionally notes only 25% credit or one semester for candidates entering the Social Work program who have completed a three-year social welfare program.

Standard 5.3

5.3 Credit transfer: BSW and BSW (Hons)

The standards on credit transfer policies and related procedures of HEPs are covered by the national compliance requirements of the Australian Qualifications Framework (AQF) (including the AQF Qualifications Pathways Policy), the Higher Education Standards Framework (Threshold Standards) 2015 and the *Education Services for Overseas Students Act 2000* (ESOS). The AQF Qualifications Pathways Policy notes that credit decisions must ensure that integrity of qualification outcomes is maintained and that there is consistency, fairness and transparency in the decision-making process. Although recognising the autonomy of HEPs, the AASW considers that once requested by a HEP to accredit a program, the AASW has a responsibility to the public, to students and to its members to confirm that credit decisions ensure that the integrity of social work programs and qualification outcomes is maintained.

- 5.3.1 HEPs should ensure that all students undertake the core elements of the program. To meet the ASWEAS accreditation requirements all students must complete all core social work subjects. Students cannot be exempted from these core social work subjects on the basis of the qualification that led to their initial acceptance into the program.
- 5.3.2 Students transferring from one AASW accredited program to another of the same AQF level, will get credit for equivalent courses up to the maximum credit allowed by a HEP.

OR

Standard 5.6

5.6 Credit transfer: MSW(Q)

The standards on credit transfer policies and related procedures of HEPs are covered by the national compliance requirements of the Australian Qualifications Framework (AQF) (including the AQF Qualifications Pathways Policy), the Higher Education Standards Framework (Threshold Standards) 2015 and the *Education Services for Overseas Students Act 2000* (ESOS). The AQF Qualifications Pathways Policy notes that credit decisions must ensure that integrity of qualification outcomes is maintained and that there is consistency, fairness and transparency in the decision-making process. Although recognising the autonomy of issuing organisations, the AASW considers that once requested by a HEP to accredit a program, the AASW has a responsibility to the public, to students and to its members to confirm that credit decisions ensure that the integrity of social work programs and qualification outcomes is maintained.

- 5.6.1 HEPs should ensure that all students undertake the core elements of the program and not exempt students from core social work subjects on the basis of the qualification that led to their initial acceptance into the program. Candidates entering a Master of Social Work program who have completed a three-year social welfare program are to be granted a maximum of 25% credit or one semester of four as long as the AOU can ensure that graduates meet all required learning outcomes for Australian social work graduates as defined in ASWEAS.
- 5.6.2 Students transferring from one AASW accredited program to another of the same AQF level, will get credit for equivalent courses up to the maximum credit allowed by a HEP.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 5.3 & 5.6, which focuses on the AASW requirement regarding Credit transfer for social work programs. A Provider could include from the following suggested supporting evidence:

- Provide a link or copy of the Credit Transfer Policy of the Provider, reflecting the procedures and criteria for evaluating and granting credit- for previous studies, this should align with the AQF and TEQSA HES. Any documentation provided should detail how equivalent courses are evaluated, and the maximum credit allowed by the Provider for such a transfer.
- Provider may provide deidentified sampling of student applications for credit transfer to demonstrate that regardless of previous study,
 - the student was not granted credit for core elements of the program
 - that students cannot be granted an exemption from core social work subjects/units based on the qualification that led to their initial acceptance into the program, and
 - that for specifically the MSW(Q) no student entering was granted more than 25% credit as per the ASWEAS.
- The Provider should detail how they maintain records of credit transfer decisions for individuals, documenting the courses for which credit is granted and the rationale for each decision.

Standard 6 Governance, staffing and program delivery

This Standard correlates to section 5 & 3.3 of the AASW ASWEAS Application for program accreditation.

Standard 6.1

6.1 Governance arrangements

The purpose of setting standards for governance arrangements is to assure both HEPs and the profession that mechanisms are in place and operating effectively to maintain the quality and integrity of the program over time. Good governance provides stakeholders, especially students, with confidence that the standing of the program is supported within the institution, that it is appropriately resourced and organisationally located, and enjoys parity of esteem with other professional programs.

- 6.1.1 Social work programs are clearly located within a discrete Academic Organisation Unit (AOU) such as a faculty or school with aligned or cognate disciplines.
- 6.1.2 The HEP is able to demonstrate that the organisational structure of the AOU is appropriate to ensure the achievement of the standards for accreditation required across all social work programs.
- 6.1.3 Where the HEP offers multiple pathways into and through the social work program, it should demonstrate how each pathway meets the accreditation requirements set out in ASWEAS.
- 6.1.4 Where elements of the same social work program are offered across several sites and modes of delivery, the HEP should demonstrate that student learning is supported by resources and staffing at an equivalent level.
- 6.1.5 The HEP should demonstrate the presence of a formal mechanism through which major stakeholders are consulted regularly to inform the design, development, regular oversight and improvement of the programs.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 6.1, which focuses on the AASW requirement regarding Governance arrangements. A Provider could include from the following suggested supporting evidence:

- Provider to include documentation showing where the social work programs are located within the overall Provider structure and how that AOU is structured for the discipline.
- Detail the processes for reporting between the university governance levels. Evidence of reporting lines from/to the head of social work within the Provider. Such as ToR and membership of Academic Board, School committees etc.
- Evidence pathways into the social work programs. This may include course guide, website, curriculum maps, and alignment with learning outcomes.
- Evidence of processes which provide academic oversight. E.g., Provider and/or faculty/school program rules for progression through year levels, academic integrity processes, and rules regarding assessment (i.e., permitted number of must pass assessments, resits permitted, per subject/unit and/or program).
- Provider to demonstrate that where the social work program is delivered across more than one site or mode, that student learning is supported by staffing and resources at an equivalent level. E.g. staff profile or table with academic roles and responsibilities including field education.
 - Overview of the presence of a formal mechanism through which stakeholders including students and industry, are consulted regularly to inform program design, development, oversight and improvement to the social work programs. This may include, meeting minutes, Committee ToR, Committee membership, Meeting agendas, surveys, focus groups or other feedback mechanisms.
- Detail information on resources and facilities available to support students, such as libraries, technology, simulation labs, practical skill labs, student hubs etc. This should include details on how online students, or international students have ease of access to the same resources. This may also be provided at site visit as part of a campus tour.
- Provider to detail in application how the program is evaluated, and continuous improvement is assured of teaching, learning and research practices. This may include assessment data, student feedback, employer feedback, regular focus groups and discipline team input avenues or action plans for program enhancement.

Standard 6.2

6.2 Staffing

The purpose of the staffing standards is to ensure that student learning outcomes are achieved through working with academic staff who can model the behaviour expected of professional social workers in their teaching, research, scholarship and service. Being taught by a clear majority of academics qualified and experienced in social work theory and practice supports graduates in developing the foundations for a strong sense of professional identity. The standards for student–staff teaching ratios are intended to ensure that the student experience will be characterised by close contact with fully qualified and experienced academics: this applies in particular to the teaching of foundational knowledge set out in the required curriculum content, specific practice areas and professional communication skills.

Where social work practice skills are being taught the student-to-staff ratio will not exceed 16:1 or demonstrated equivalent.

- 6.2.1 The Head of the Social Work Academic Organisation Unit (AOU) must be eligible for membership of the AASW and is expected to hold an academic position at Level E. In exceptional circumstances, this appointment can be at Level D.
- 6.2.2 The responsibilities of the Head of the Social Work AOU include:
 - oversight of the governance structure of the Social Work AOU
 - delegation of roles and responsibilities for academic and professional staff within the AOU
 - provision of academic oversight of all subjects including field education
 - ensuring that academic programs are compliant with appropriate AQF level and ASWEAS standards.
- 6.2.3 Each AOU should employ a minimum of five full-time equivalent (FTE) academic staff members at Level B or above who have primary responsibility for teaching the social work program and research, with a minimum of eight FTE for programs delivered across multiple campuses. These FTE academics should be eligible for AASW membership. In the case of new programs, evidence should be provided to show staff increases commensurate with growth of the student cohort such that at least five FTE Level B staff have been appointed by the time the first cohort reaches their final year of study.
- 6.2.4 Staffing levels should demonstrate that the student experience is characterised by opportunities to engage effectively with academic staff with regular contact.
- 6.2.5 All teachers of required social work theory and practice curriculum content should be eligible for membership of the AASW.
- 6.2.6 Where academic staff numbers teaching on the social work program exceed the minimum number (five FTE), at least 50% of additional staff members should be eligible for membership of the AASW.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 6.2, which focuses on the AASW requirement regarding Staffing. A Provider could include from the following suggested supporting evidence:

- Staff Profiles evidencing the qualifications (Including eligibility for AASW membership) and expertise of social work staff involved in teaching and administering the program, to meet the ASWEAS requirements and if multiple sites are involved for delivery. (Staff Detail Appendix on website).
- Demonstrate that the Head of the Social Work Academic Organisation Unit is eligible for membership of the AASW and hold an academic position at Level E. This can be done through the Staff Detail Appendix available on the AASW website.
If the HoS is not a Level E, the Provider needs to clearly detail the exceptional circumstances so that the Accreditation Assessment Panel can make an informed decision. *Please note: This position must be in place by the commencement of delivery.*
- Demonstrate the existence of the student-to-staff-ratio for teaching social work practical skills. E.g., timetable listing reflecting class sizes for practical classes. Detail plans for growth if social work program is expanding or Provider is adding another program to social work portfolio. Note how students will not be disadvantaged by growth and how Provider aims to ensure staff continue to meet student and AASW requirements.
- Detail the role and responsibilities of the Head of the AOU to ensure the role provides academic oversight of program. This can be done through a position description for the role and/or for Field Education clear detail of roles and responsibilities in FE Manual.
- Detail the opportunities students have to engage effectively with academic staff, this may be through regular contact avenues, feedback process, unit/subject evaluations, briefing sessions or staff and student events.

Standard 6.3

6.3 Program Delivery

In setting the standards for program delivery the AASW acknowledges diversity and innovation in approaches to teaching and learning and the enhancement of the student experience in the contemporary university. The benefits of student-centred learning strategies, including blended learning through e-learning, online and simulated approaches, are also acknowledged.

The aim of the standards to ensure that modes of program delivery designed to achieve the specified learning outcomes for social work graduates are appropriate to the task. Therefore, the standards seek assurance that the modes of delivery are adequately resourced and supported to achieve the outcomes.

6.3.1 HEPs should be able to demonstrate how the modes of delivery used are integrated into the program to facilitate student achievement of the learning outcomes.

6.3.2 All students in all programs are required to complete a minimum of 140 hours (20 days) of face-to-face classroom-based learning, the focus of which is professional practice skills. The required 140 hours (20 days) may be spread over four years for BSW programs and two years for MSW(Q) programs. At least 35 hours (5 days) of face-to-face professional practice skills teaching must occur before the first placement.

6.3.3 The learning outcomes from the professional practice skills training in accordance with the Graduate Attributes should include core professional competencies but are not limited to:

- advanced oral communication skills and professional documentation
- assessment, engagement and decision-making with individuals and groups
- developing the personal and professional insight and emotional intelligence required for effective use of self as a professional.

What this Standard means for the Higher Education Provider

The Provider must provide clear information to demonstrate that they have understood and actioned ASWEA Standard 6.3, which focuses on the AASW requirement regarding Program delivery. A Provider could include from the following suggested supporting evidence:

- Detailed delivery program schedule, clearly identifying the sequencing of units/subjects across the delivery periods, pre-requisites for units/subjects and method of delivery, if any units are being co-badged with other level units or from or in other degrees.
- Where social work program(s) is delivered across multiple sites or delivery modes, provide evidence of how the program is moderated across those to ensure equivalence, such as a Quality Equivalence Assessment strategy or procedure, moderation reports across sites ensuring equivalence.
- Detail through their delivery plan documentation how the minimum 140 hours (20 days) of face-to-face classroom-based learning will be integrated into delivery. E.g., teaching schedule. Include also how this is communicated to students along with practical skills unit/subjects.
- Evidence how theory and practice are integrated across the curriculum and the professional practical skills alignment with Graduate Attributes. This may be completed through the Curriculum Mapping Appendix 3 & 4 on the website or through syllabus, learning objectives, and assessment methods used to evaluate students' skill development.
- If applicable, detail information about any Learning Management System used to support program delivery. This can show how online and blended learning components are organised and accessible to students. Please note this is often requested at site visit for panel members to access for viewing of unit/subject information.
- Detail regarding the utilisation of student hubs, i.e., location, staffing and how the use of hubs will work with workload of staff and students.
- Detail regarding the utilisation of any Lived Experience Practitioners, how those staff will be integrated into the program and the impact the Provider sees of those practitioners being involved.
- Detail any implemented innovative approaches to teaching and learning, such as technology-enhanced learning or simulation-based training, provide documentation and evidence of its impact and approach to its use and methods for achieving the learning outcomes. This may be a system or platform that can be demonstrated or viewed at the site visit, however details should still be noted in the application, along with new proposals that will advantage the student experience.

6. Supporting Documentation

To assist with the Provider application for accreditation the AASW has developed the following templates which can be found located on the AASW website.

- Appendix 0. Intent to submit form
- Appendix 1 AASW Staff Details template
- Appendix 2 AASW Unit/Subject Outline template
- Appendix 3 AASW Mapping Core Curriculum Required template
- Appendix 4 AASW Mapping ASWEAS Graduate Attributes template
- Appendix 5 AASW Program Forecasts
- Appendix 6 AASW Site Visit Agenda template

To further assist in the Accreditation process there is also the following AASW guides and templates available on the website:

- Accreditation Framework
- Accreditation Guidelines for assessment of Social Work Programs
- Guide to Conditional Accreditation
- Accreditation Evidence Guide
- Annual Report template
- Application for Program Accreditation

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