

AASW ASWEAS

Accreditation Panel Report

Provider:

Course:

Report Date:



AASW
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Australian Association
of Social Workers

AASW Accreditation Assessment Panel Final Report

Table of Contents

1.	Accreditation Details	3
2.	Compliance Table	4
3.	Accreditation Recommendation	6
	Overall recommendations (including conditions)	7
	Opportunities for Improvement.....	8
	Commendations.....	10
4.	Background, Site Visit & Key Findings	13
	Background of Provider and social work program	13
	Approach to accreditation site visit (e.g. focus areas)	13
	Key findings	14
5.	Progress against previous accreditation action items noted in last cycle report.....	15
6.	Panel Assessment of Australian Social Work Education and Accreditation Standards 16	
	DOMAIN 1: Readiness for professional practice	16
	DOMAIN 2: Alignment of theory and practice	20
	DOMAIN 3: Policies, processes and resources	29
7.	Graduate Attributes and the Practice Standards: Appendix 1	36
8.	Student Additional information.....	37
9.	Site Visit Details	40

This is a confidential report completed by the assigned Accreditation Assessment Panel. Once finalised by the Panel Chair, the Report is sent to the Accreditation team for tabling at the Accreditation Council. Accreditation Assessment Panel Reports are confidential for the Provider and the Accreditation Council. Any requests to share the Accreditation Assessment Report with other individuals or organisations outside the Provider's domain must have the express permission of the Provider. Once finalised, the Provider may share their Accreditation Assessment Panel Report as they see fit. The Provider is encouraged to distribute the Report within their own social work program staff.

1. Accreditation Details

Program Information

Program Name and Code	
Name of Social Work Academic Organisation Unit (AOU)	
Organisational Location (Faculty or equivalent)	
Higher Education Provider	
Delivery Location	
Type of application (Select one only)	<input type="checkbox"/> Full accreditation of a social work program <input type="checkbox"/> Approval of an additional location, or restructure of a fully accredited program <input type="checkbox"/> Provisional accreditation of a provider offering the social work program for the first time <input type="checkbox"/> Conditional accreditation of an initial program or an already accredited program
Date of application	

Review information

Panel Chair Name & Signature	
Panel Name & Signature	
Panel Name & Signature	
Review Submission date	
Site visit dates	
Draft report date	
HEP response to draft date	
Final report date	

2. Compliance Table

(to be completed by Chair with comments for each section, if an element is ticked no, the Accreditation Council would expect to see a condition recommended for that element)

ASWEAS 2024	Compliant		Comments
	Yes	No	
1. Knowledge, skills and attributes	<input type="checkbox"/>	<input type="checkbox"/>	
2. Professional Identity	<input type="checkbox"/>	<input type="checkbox"/>	
3. Knowledge for practice	<input type="checkbox"/>	<input type="checkbox"/>	
4. Practice Education	<input type="checkbox"/>	<input type="checkbox"/>	
5. Assessment	<input type="checkbox"/>	<input type="checkbox"/>	
6. Equity, access and student support	<input type="checkbox"/>	<input type="checkbox"/>	

7. Admissions, credit decisions and degree requirements	<input type="checkbox"/>	<input type="checkbox"/>	
8. Leadership, staffing and resources	<input type="checkbox"/>	<input type="checkbox"/>	

3. Accreditation Recommendation

The Panel recommends

1. Full accreditation of a social work program
☐ Yes ☐ No
2. Conditional accreditation of a social work program
(may also be placed on provisional accreditations)
☐ Yes ☐ No
3. Approval of an additional location or restructured fully accredited program
☐ Yes ☐ No
4. Provisional accreditation of a provider offering specific social work program for the first time
☐ Yes ☐ No
5. Panel recommends at this time, accreditation status is not provided until further substantial work is completed.
☐ Yes ☐ No

The accreditation is recommended for a period of

Specify the recommended period of accreditation (*if conditional accreditation is recommended this would be for no longer than 12 months*)

NOTE: The period of accreditation granted **is up to** 5 years. The Provisional accreditation will be up to 2 years (MSW(Q) or up to 4 years (BSW/BSW(H). The accreditation period will consider any conditions placed on the programs.

The panel recommend that the

If accreditation is not recommended, please note here with rationale as to why. If not applicable list NA

3a. Overall recommendations (including conditions)

Clearly indicate here the recommendations or conditions. For any assessed Standard/Criterion which is indicated as Not Met, a condition would be expected by the Accreditation Council.

IMPORTANT: When outlining your conditions and recommendations, please ensure they are clear, measurable and achievable, using 'action' words (and clear timeframes where applicable). Broad and generic suggestions should be noted in the 'Opportunities for Improvement' section.

CONDITIONS (if any) – *include suggested timeframe*

RECOMMENDATIONS (if any)

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3b. Opportunities for Improvement

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3c. Commendations

Additional Information for Council

Please take the opportunity here to insert any additional information regarding the accreditation assessment, Provider, site visit, or recommendations made by the Panel, for the attention of the Accreditation Council. *(optional)*

NOTE: This section should be completed after the 'draft' report is approved by the Provider as the information is only for the Council's attention and should not be regarding internal operational process which should be provided or discussed with the Accreditation team.

4. Background, & Site Visit

Background of Provider and social work program *(general information on history of Provider and programs, context of where AOU is located within the Provider)*

Approach to accreditation site visit *(e.g. focus areas, initial finding themes)*

5. Progress against previous accreditation action items noted in last cycle report

Panel to note any evidence of progress since previous Accreditation Report.

6. Panel Assessment of Australian Social Work Education and Accreditation Standards

For any assessed Standard which is indicated as Not Met, a condition would be expected.

In all sections, the Panel should note their focus areas, observations, findings and rationale.

DOMAIN 1: Readiness for professional practice

Standard 1: Knowledge, skills and attributes

Graduates are equipped with the knowledge, skills and attributes needed to assure the public they are fit for safe, effective and ethical practice as entry-level practitioners.

1) Mapping core attributes

☐ Met ☐ Not Met

(including the map of development of students' core attributes across the program, social work definition)

2) Knowledge and skills for contemporary practice

☐ Met ☐ Not Met

(including graduates' preparedness for the contemporary work environment with focus on achievement of outcomes required for effective practice)

3) Cultural responsiveness

☐ Met ☐ Not Met

(including Aboriginal and Torres Strait Islander cultures is appropriately integrated within the program and articulated as a learning outcome).

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Standard 2: Professional Identity

Graduates have a clear sense of themselves developing as professional social workers with the confidence and competence expected of them by colleagues, employers and the public.

☐ Met ☐ Not Met

DOMAIN 2: Alignment of theory and practice

Standard 3: Knowledge for Practice

Graduates have acquired a coherent and contemporary knowledge base of theories, principles and concepts informing social work practice.

1. Curriculum Design

☐ Met ☐ Not Met

(including adequacy of the rationale for the program design, application learning to practice)

2. Main elements of the curriculum

☐ Met ☐ Not Met

(including coherent knowledge base, translate theory to social work practice, awareness of social worker's role, research in social sciences, values of the social work profession)

3. Required Curriculum Area 1: Social worker values and professional identity

☐ Met ☐ Not Met

4. Required Curriculum Area 2: Approaches to Social Work

☐ Met ☐ Not Met

5. Required Curriculum Area 3: Aboriginal and Torres Strait Islander peoples

☐ Met ☐ Not Met

Overall Subjects/Units:

Did the panel view the Provider Learning Management System which students utilise?

Did the panel view all unit/subject outlines and did they provide enough information for students?

Did the panel find the units/subjects cohesively flow and scaffold across the years for the program and cover all curriculum content areas.

Standard 4: Practice Education

The structure, development cycle and range of authentic practice-based learning activities are integrated with all elements of the overall program.

1. Practice skills programs

☐ Met ☐ Not Met

(is there a range of practice-based learning activities integrated within the structure of social work program, to ensure that students develop their professional identity, integrity and practice frameworks, and understand the complex, and changing nature of practice)

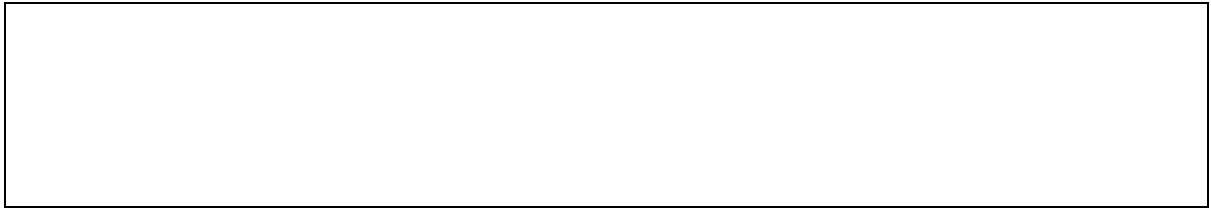
2. Work/Industry Partnerships

☐ Met ☐ Not Met

(Providers demonstrate that placement is supported by institutional frameworks and management, collaboration between provider, student, host and supervisor, links between theory and practice, development of skills).

- 3. Roles and coordination of practice placements** ☐ Met ☐ Not Met
(Providers evidence that the practice placement roles are sufficiently qualified and undertaking their responsibilities effectively to support all students).

- 4. Structure and duration of placements** ☐ Met ☐ Not Met
(Providers are demonstrating they meet the practice placements requirements relating to the structure and duration for all students).



5. The placement experience

☐ Met ☐ Not Met

(Providers are demonstrating that practice placements are supported by frameworks and students are adequately prepared and provided with different experiences to ensure their skills and knowledge are integrated with theory and showcased to demonstrate competency).

6. Induction and preparation for placement

☐ Met ☐ Not Met

(Providers demonstrate that the students undertake placement induction throughout the social work program to prepare them for practice placement, including prerequisites and simulations).

7. Placement supervision

☐ Met ☐ Not Met

*(Provider demonstrates that **all** supervision is provided to **all** students undertaking placement aligning with standards and Placement Educators are provided with induction and training).*

8. Work experience as Recognition of prior learning (RPL) for placements

☐ Met ☐ Not Met

(That RPL is clearly articulated in student material, that where RPL is granted it follows Provider policy and is appropriate to student achieving learning outcomes).

Standard 5: Assessment

Assessment strategies and tasks provide clear evidence of the progressive development of knowledge, skills, values and understandings of students as they advance through the program.

1. Assessment across the program

☐ Met ☐ Not Met

(Providers demonstrate assessment tasks align with proposed student learning outcomes, assessment of the potential innovative practices which are contributing to best practice).

2. Assessment of practice skills

☐ Met ☐ Not Met

(Providers demonstrate practice education is assessed across all contexts, formative assessment is utilised, placement assessment includes direct observation and that it is robust and standardised across the cohort).

DOMAIN 3: Policies, processes and resources

Standard 6: Equity, access and student support

Across all educational settings the student experience is characterised by equitable and accessible processes, recognising and supporting students as active contributors to their learning outcomes.

1. Equity

☐ Met ☐ Not Met

(Providers demonstrate equivalence across all delivery modes, including hours of learning and staffing).

2. Access

☐ Met ☐ Not Met

(Providers demonstrate students can access all learning and technology resources, student support services and all information including regarding practice education is provided to students).

3. Student Support

☐ Met ☐ Not Met

(Providers demonstrate students support is available, regular contact is available and feedback is provided)

4. Student voice

☐ Met ☐ Not Met

(Providers demonstrate the ability for students to have feedback included in design of program, contribute to program improvements and access to grievance and appeals processes).

5. Program information

☐ Met ☐ Not Met

(Providers demonstrate all promotional and student facing material regarding program is accessible and accurate, including accreditation status, placements, entry and English requirements, communication to students occurs if changes to program occur).

Standard 7: Admissions, credit decisions and degree requirements

Students are admitted to the program on the basis that they have the capability and suitability required to achieve the specified academic and practice learning outcomes.

1. Admissions

☐ Met ☐ Not Met

(Providers demonstrate evidence of student admissions into the program have been met as identified)

1b. English Language requirements

☐ Met ☐ Not Met

(Include acknowledgement that Social Work students require a sufficient level of English to enable them to engage in learning and profession with vulnerable peoples and evidence that student learning is at appropriate level and entry levels were met)

2. Credit

☐ Met ☐ Not Met

(Providers demonstrate evidence of quality assurance processes to ensure integrity of program, that any RPL granted is in line with standards, AQF and Provider policy)

3. Degree requirements

☐ Met ☐ Not Met

(Providers demonstrate that students complete social work program at appropriate AQF level and pathways are clear and meet accreditation requirements).

Standard 8: Leadership, staffing and resources

The program is governed, managed and administered to a consistent quality, and is appropriately staff by social work qualified staff who are eligible for membership of the AASW, and resourced to ensure it fully supports the preparation of entry-level social workers to practice safely and effectively.

1a. Leadership

☐ Met ☐ Not Met

(Provider evidence of hierarchy, committee representation, organisational structure any aspects that may impact the social work program, whether the Discipline Lead has a level of responsibility appropriate to the standing of the program and academic teaching team is suitably qualified and involved in program design and delivery of curriculum)

1b. Faculty/Department/School Context

☐ Met ☐ Not Met

(Include strategic priorities, distinctive characteristics, location of the AOU, any aspects that may impact on the social work program over the accreditation cycle)

2. Staffing

☐ Met ☐ Not Met

(include evidence that the qualifications and experience of staff is of a level that will maintain the quality of the program. Identify any areas of potential risk to the program quality including limits in capacity and capability in specific areas).

Key themes and any items raised in meeting with Staff or stakeholder meetings

3. Resources

☐ Met ☐ Not Met

(Findings related to resourcing (including funding, staffing, facilities and program delivery) available for the program quality. Are the resources available and accessible for all modes of delivery? e.g. online students, international students.

7. Graduate Attributes and the Practice Standards:

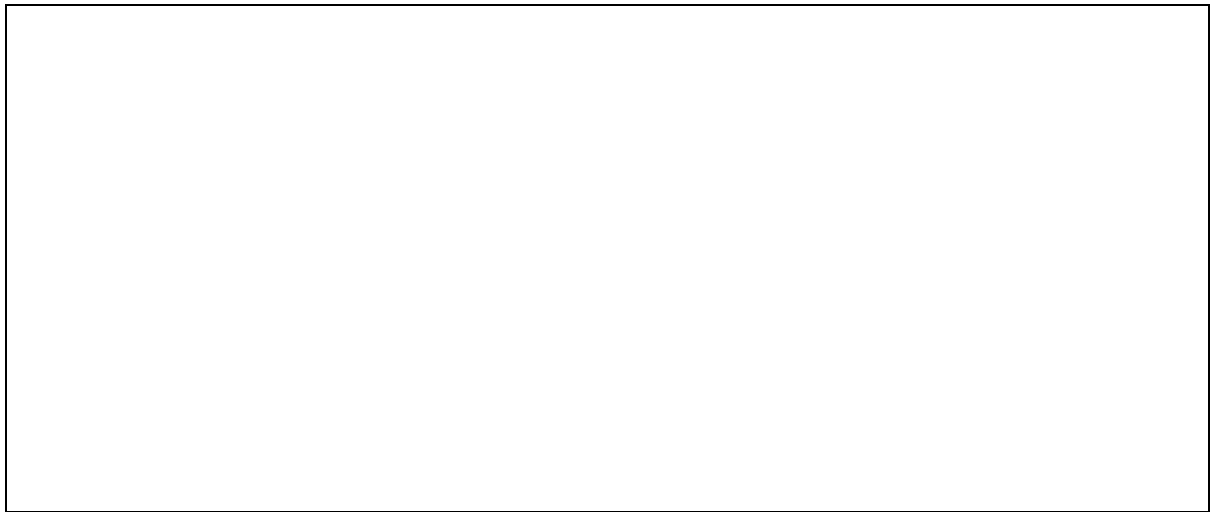
(Include confidence that the program assesses student achievement against the nine Practice Standards 2023 and that students graduate with the profession-specific attributes needed to practice ethically and safely as beginner practitioners in a changing workplace.

8. Student Additional information

Student Profile: - Note any patterns of enrolment or thoughts on overall student profile, any concerns for the quality of the program, or thoughts on the demographic characteristics of the student population.

What were the panel observations of any student work exhibited as evidence. (Optional)

Key themes and items raised in the meeting with students, any areas you would like to note



9. Site Visit Details

9.1 Stakeholder meeting information and details

Please complete the table below with names and titles of stakeholders met during the site visit. *(Please note if the site visit agenda has all the stakeholder names no need for this to be completed)*

[illegible]

9.2 Site visit – (Please **attach the final site visit agenda for Council)**

9.3 Student and Graduate site visit meetings

How many students did the Panel meet

How many graduates did the Panel meet

9.4 Documentation: list main documents provided by AOU

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9.5 Acknowledgements

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