



Programme Recognition Standards (Bachelor degree in social work)

Programme Provider:			
Programme Title:			
Date of Recognition Review:			
Reviewer:			
SUMMARY OF RECOGNITION ASSESSMENT FINDINGS			
STANDARDS		Achieved	
		Yes	No
1	Each programme complies with the legislated requirements and Social Workers Registration Board policies and guidelines.		
2	Each programme will have a curriculum that supports a student to develop to a beginning level of practice.		
3	Each programme will have clearly defined student-centred teaching, learning and assessment strategies which support the development of social work practice.		
4	Appropriate facilities and resources will be available to support the programme.		
5	Each programme will have a graduate profile and specific graduate outcomes and will result in the award of a formal academic qualification at Bachelor degree level, in which social work is the major discipline in which credit has been achieved.		
6	Quality improvement processes are integral to the programme.		

STANDARD TWO Each programme will have a curriculum that supports a student to develop to a beginning level of practice.		ACHIEVED: Yes / No
Indicators		Evidence
2.1	Each programme will be developed collaboratively between the profession and an accredited tertiary education provider, and include appropriate multidisciplinary input.	
2.2	The programme is strongly focused on social work practice, located within the New Zealand context, cognisant of the imperative of the Treaty of Waitangi Articles in social services.	
2.3	The programme demonstrates components designed to ensure graduates will be competent to practice social work with Maori.	
2.4	The programme demonstrates components designed to ensure graduates will be competent to practice social work with different ethnic and cultural groups in New Zealand	
2.5	The programme will reflect the principles of social justice embedded in the joint statement of IASSW and IFSW on Social Work Education (e.g. the core purposes of social work)	
2.6	The curriculum will include integration of relevant theory, research and practice for achieving the competencies for social work practice	
2.7	The programme delivery will include multidisciplinary input, particularly drawing from the social science disciplines of sociology, social policy, cultural studies, human development and psychology.	
2.8	The practice component provides for the application of theory and critique of research within the development and advancement of practice skills.	
Evidence Notes		

STANDARD THREE Each programme will have clearly defined student-centred teaching, learning and assessment strategies, which support the development of social work practice.		ACHIEVED: Yes / No
Indicators		Evidence
3.1	The expertise and academic qualifications of the social worker(s) facilitating and teaching the programme are appropriate.	
3.2	The social work educators have professional expertise facilitating and teaching the programme and maintain currency of knowledge and skills.	
3.3	A variety of appropriate teaching and learning approaches are used to support the development of practice.	
3.4	3.4.1 The assessment strategies used are appropriate for bachelor degree level education. 3.4.2 There is a clear assessment process and tool which is used to assess the practice competencies and skills of students	
3.5	Each programme shall provide a detailed plan for the fieldwork component with clear evidence of the processes and requirements for developing and assessing achievement of individual and required learning goals, including contracts and placement plans.	
3.6	3.6.1 The programme will require students to undertake a minimum of 120 days of field placement. 3.6.2 At least one placement must be of 50 days duration. 3.6.3 There will be at least two separate periods of placement. 3.6.4 At least two placements should occur in different organisational settings to ensure that students are exposed to at least two fields of practice. 3.6.5 Where a student undertakes a placement within their current employment, organisation policy should require that learning goals, related to the integration of new knowledge and skills are in place. A subsequent placement must be in a different organisation.	
3.7	The programme will demonstrate measures and regulations to ensure that students are deemed fit for practice in a supervised field placement, to ensure student, agency and client safety during placements, and to address concerns of this nature, prior to and during placement periods.	
3.8	The programme will demonstrate how students will be supervised, minimum expectations of the qualifications and experience of supervisors/field educators, and the mechanisms in place for the training and support of field educators/supervisors.	

Evidence Notes

Lined area for Evidence Notes.

Areas Requiring Attention

Lined area for Areas Requiring Attention.

STANDARD SIX Quality improvement processes are integral to the programme.		ACHIEVED: Yes / No
Indicators		Evidence
6.1	<p>Each programme will have detailed information on processes used to ensure quality improvement is a focus including:</p> <ul style="list-style-type: none"> • Internal and external programme evaluation and review • Staff selection criteria and appointment processes, (including all academic and practice teaching staff) • Selection ,training and support of placement supervisors • Support and resources to ensure staff professional development as educators and researchers • Policies and resources to ensure that the teaching in the programme is undertaken by staff who are active in research, scholarship and critical reflective engagement with the field and the profession. 	
Evidence Notes		
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Evidence Notes continued

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Areas Requiring Attention

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