



Social Workers
Registration Board

Kāhui Whakamana Tauwhiro

THE PROCESS FOR RECOGNITION / RE- RECOGNITION OF SOCIAL WORK QUALIFICATIONS IN NEW ZEALAND

POLICY

THE PROCESS FOR RECOGNITION / RE- RECOGNITION OF SOCIAL WORK QUALIFICATIONS IN NEW ZEALAND

For the purposes of recognition and re-recognition of social work qualifications the Board has established a programme recognition process. The Board has determined that the maximum period for recognition is 5 years. Further the Board has determined that recognition will be site specific.

Re-recognition will normally occur in the last year of current recognition. However, based on annual reporting information or stakeholder feedback, the Board may determine that the re-recognition process needs to be implemented at an earlier date.

The Board will undertake a mid recognition cycle visit to each programme. If the recognised programme has an appointed monitor, this visit will, wherever possible take place at the same time as the monitor visit.

The Board has a Memorandum of Understanding with the New Zealand Qualifications Authority (NZQA) and The Institutes of Technology and Polytechnics Quality (ITPQ) to facilitate the recognition and re-recognition process for Wananga, Institutes of Technology and Polytechnics.

PROCESS:

The process for recognition and re-recognition incorporates the following:

1. Desk audit – part 1.

Providers are required to supply full programme documentation to enable a desk audit by Board staff of the programme against the Board criteria. The Board criteria is set out in the Programme recognition / re-recognition requirements which comprises three sections.

SECTION 1 Lists the competencies that all students are expected to meet at a beginning level on completion of their academic programme.

SECTION 2 Lists the graduate profile that is the minimum expected outcome for students completing a SWRB recognised social work qualification.

SECTION 3 Lists the programme standards for recognised social work programmes in New Zealand. These standards provide a checklist for providers to ensure that relevant supporting documentation is provided.

These requirements are attached to and form part of this policy.

2. Desk Audit – Part 2

A further desk audit is then carried out by a cultural assessor/s appointed by the Board to ensure that as per sections 100 & 101 of the SWR Act the Board maintains mechanisms to ensure that there are at all times readily accessible to it the views of Maori as Tangata Whenua, Pacific people and other ethnic and cultural groups.

3. Site Visit

The Board will undertake a site visit, normally of two days, to enable meetings with programme provider staff, management, students, fieldwork educators and advisory committee members. The panel will visit each site that provides the programme.

The panel members for the site visit will be staff from the Board and external representatives appointed by the Board.

Wherever possible the Board will work with programme providers so that the Board's process works in conjunction with institutional QA mechanisms. For institutions covered by the MOU with NZQA wherever possible the panel visit will be conducted concurrently with an NZQA/ITPQ panel visit.

At the end of the site visit the panel will discuss with staff of the programme any recommendations or requirements that they will include in the final report.

4. Reporting

The panel will provide the programme leader with a draft report to check for factual accuracy before the report and recommendations are forwarded to the Board. The programme will be invited to provide a response to the requirements before the report is forwarded to the Board.

5. Fees and Costs:

A fee of up to \$15,000 (plus GST) based on full cost recovery will normally be charged for the programme recognition process at a single site in New Zealand. Actual and reasonable costs may be charged for additional sites or concurrent programme approval.

SOCIAL WORK PROGRAMME RECOGNITION / RE- RECOGNITION REQUIREMENTS

This document comprises three sections:

Section 1:

- **Lists** the competencies that all students are expected to meet at a beginning level on completion of their academic programme

Section 2:

- **Lists** the graduate profile that is the minimum expected outcome for students completing a SWRB recognised social work qualification.

Section 3:

- **Lists** the programme standards for recognised social work programmes in New Zealand. These standards provide a checklist for providers to ensure that relevant supporting documentation is provided.

Programme Provider:		
Programme Title:		
Date of Recognition Review:		
SUMMARY OF RECOGNITION PROCESS	Achieved	Not Achieved
Competencies		
Graduate Profile		
Standard 1 - Governance		
Standard 2- Curriculum		
Standard 3 - Student centeredness		
Standard 4 - Professional and stakeholder collaboration		
Standard 5 - Resources.		
Standard 6 - Quality Assurance		

SECTION 1 - COMPETENCIES

All recognised programmes are required to demonstrate that their graduates will meet the following competencies, at a beginning practitioner level, on completion of their academic programme.

Graduates will:

- Be competent to practice social work with Maori.
- Be competent to practice social work with different ethnic and cultural groups in NZ.
- Promote social change.
- Promote problem solving in human relationships.
- Promote empowerment and liberation of people.
- Utilise theories of human behaviour and social systems.
- Utilise social work practice approaches.
- Promote the principles of human rights and social justice.
- Ensure systems of accountability are in place for their work.
- Adhere to professional social work ethics.

SECTION 2 – GRADUATE PROFILE

All recognised programmes are required to demonstrate that students completing a SWRB recognised social work qualification will meet the following graduate profile.

Graduates will demonstrate the ability to implement the following joint IASSW/IFSW global standards into their practice:

- Facilitate the inclusion of marginalised, socially excluded, dispossessed, vulnerable and at-risk groups of people.
- Address and challenge barriers, inequalities and injustices that exist in society.
- Form short and longer-term working relationships with and mobilise individuals, families, groups, organisations and communities to enhance their well-being and their problem-solving capacities.
- Assist and educate people to obtain services and resources in their communities.
- Formulate and implement policies and programmes that enhance people's well-being, promote development and human rights, and promote collective social harmony and social stability, insofar as such stability does not violate human rights.
- Encourage people to engage in advocacy with regard to pertinent local, national, regional and/or international concerns.
- Act with and/or for people to advocate the formulation and targeted implementation of policies that are consistent with the ethical principles of the profession.
- Act with and/or for people to advocate changes in those policies and structural conditions that maintain people in marginalised, dispossessed and vulnerable positions, and those that infringe the collective social harmony and stability of various ethnic groups, insofar as such stability does not violate human rights.
- Work towards the protection of people who are not in a position to do so themselves, for example children and youth in need of care and persons experiencing mental illness or mental retardation, within the parameters of accepted and ethically sound legislation.
- Engage in social and political action to impact social policy and economic development, and to effect change by critiquing and eliminating inequalities.
- Enhance stable, harmonious and mutually respectful societies that do not violate people's human rights.
- Promote respect for traditions, cultures, ideologies, beliefs and religions amongst different ethnic groups and societies, insofar as these do not conflict with the fundamental human rights of people.
- Plan, organise, administer and manage programmes and organisations dedicated to any of the purposes delineated above.

IN ADDITION, GRADUATES WILL:

- Demonstrate the ability to work in a bi-cultural context and acknowledge the centrality of the Treaty of Waitangi to practice.
- Have the ability to work with individuals, families or whanau, communities and groups from diverse ethnic and cultural backgrounds.
- Understand Aotearoa New Zealand social work's origins, purpose and development.
- Evaluate critique and apply research to social work practice.
- Evidence critical thinking, effective analysis and synthesis of information and appropriate application of this information.
- Evaluate scholarship in disciplines relevant to social work practice.
- Demonstrate the ability to work autonomously and make independent judgments and to work collaboratively with other professionals.
- Demonstrate a commitment to ongoing professional supervision and continuing professional development.
- Integrate disciplinary understandings from biological, psychological, sociological, legal, ecological and cultural contexts to social work practice.
- Demonstrate understanding of contemporary social, political, economic, environmental and cultural issues within Aotearoa New Zealand which impact on social work practice.
- Demonstrate an awareness of the limitations of skills, knowledge, attributes and abilities of a beginning social worker.

SECTION 3

PROGRAMME STANDARDS

STANDARD ONE - GOVERNANCE

INDICATORS		EVIDENCE
1.1	The programme has the relevant tertiary education accreditation and approval for the curriculum.	
1.2	The tertiary education institution responsible maintains full control of all aspects of the curriculum including practicum.	
1.3	The programme is implemented through a distinct social work unit which has a clear identity within the educational institution	
1.4	The unit's mission reflects the values and ethical principles of social work	
1.5	The unit's head or director is a registered social worker	

EVIDENCE NOTES

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STANDARD TWO - CURRICULUM		
INDICATORS		EVIDENCE
2.1	The curriculum is strongly focused on social work practice, located within the New Zealand context, cognizant of the imperative of the Treaty of Waitangi Articles in social services.	
2.2	The curriculum incorporates the 4 conceptual domains identified in the IASSW/IFSW global standards: the domain of the social work profession; the domain of the social work professional; models of social work practice; and paradigm of the social work profession.	
2.3	The curriculum reflects the principles of social justice and ethical conduct.	
2.4	The curriculum -is designed to ensure graduates will be competent to practice social work with Maori.	
2.5	The curriculum is designed to ensure graduates will be competent to practice social work with different ethnic and cultural groups in New Zealand	
2.6	The curriculum will include integration of relevant social work theory, research and practice for achieving the core knowledge, processes, values and skills for social work practice	
2.7	The curriculum is designed to ensure graduates will be competent to practice with individuals, families, groups and/or communities in any given context.	
2.8	The curriculum provides for the application of theory and critique of research within the development and advancement of practice skills.	

2.9	<p>2.9.1 The programme will require students to undertake a minimum of 120 days of field placement.</p> <p>2.9.2 At least one placement must be of 50 days duration</p> <p>2.9.3 At least two placements should occur in different organisational settings to ensure that students are exposed to at least two potential fields of practice.</p> <p>2.9.4 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.</p> <p>2.9.5 At least one placement will be supervised on site by a registered social worker</p> <p>2.9.6 All placements will have supervision provided by registered social workers</p> <p>2.9.7 The placement programme includes clearly articulated assessment strategies to ensure integration of theory, practice and placement learning.</p>	
2.10	The programme delivery, especially at undergraduate level, will include multidisciplinary input, particularly drawing from the social science disciplines of sociology, social policy, cultural studies, psychology and law	
2.11	The programme, including practicum provides for the application of theory and critique of research within the development and advancement of practice skills	

EVIDENCE NOTES

STANDARD FIVE - RESOURCES		
INDICATORS		EVIDENCE
5.1	Access is available to relevant and current literary resources (journals/texts), internet access and search facilities.	
5.2	Technical support, such as computers, video linking, laboratories and e-mail are available.	
5.3	Staff teaching in core social work theory and practice aspects of the programme and co-ordinating the placement of students are registered social workers.	
5.4	The expertise and academic qualifications of the social worker(s) facilitating and teaching the programme are appropriate.	
5.5	Teaching in the programme is undertaken by staff who are active in research, scholarship and/or critical reflective practice in the field.	
5.6	The minimum expectations of registration, qualifications and experience of supervisors/field educators, and the mechanisms in place for the training and support of field educators/supervisors are clearly articulated.	
5.7	The programme has a fieldwork handbook that provides a detailed plan for placements, supervision requirements, learning goals, contracts and assessment strategies.	
5.8	The placements for fieldwork are appropriate for social work experience, diverse and meet the learning needs of the students.	
EVIDENCE NOTES		

STANDARD SIX - QUALITY ASSURANCE		
INDICATORS		EVIDENCE
6.1	The institution has documented academic quality systems, policies and evidence of their effective application	
6.2	The institution has a documented placement management plan for the qualification which incorporates a supervisor register.	
6.3	Staff selection criteria and processes, and appraisal and development policies are appropriate.	
6.4	Staff selection criteria for all academic staff require a minimum of a postgraduate qualification and research activity	
6.5	Student entry criteria and selection processes are robust to ensure future meeting of fit and proper requirements	
6.6	Normally no credit transfer or recognition of prior learning will be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme.	
6.7	Credit transfer or recognition of prior learning will not normally be awarded for more than 50% of the programme unless the transfer is from a current SWRB recognised programme.	
6.8	An educationally sound, effective process is used for the development, approval and review of the programme.	
6.9	The programme will demonstrate measures and regulations to ensure that students are deemed fit for practice in a supervised field placement and to address concerns of this nature, prior to or during placement periods.	
6.10	Programme delivery may be undertaken in partnership with another accredited tertiary education provider provided such partnership meets the standards set in the institutions QMS.	
EVIDENCE NOTES		
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