

Submission to ASWEAS Review

The descriptor under each of the areas is brief, as full details are available via the link to the ASWEAS document. The questions below the topic areas in italics are stimulus questions and should not be seen as being exhaustive nor is it necessary to answer each of them in your submission.

You will need to save this document to your computer first, before adding your comments.

Please send your completed submission to Melissa Robertson Senior Manager, Education & Knowledge Development at education@asw.asn.au by COB Friday 22 July 2016.

Name (Individual/Group):

Email Address:

1. Minimum Standards for Teaching and Learning

1.1 Graduate Attributes

The [ASWEAS](#) (pages 9-13) describes nine attributes for social work graduates based on the AASW Practice Standards (2013). These attributes are not mutually exclusive.

Should these be retained? If so, how should they be included? Are there any revisions needed?

1.2 Mode of Delivery

The [ASWEAS](#) (pages 18-19) outlines requirements related to the mode of delivery of the program and specific requirements for a minimum of twenty days face to face learning and teaching. The focus of the face-to-face teaching should be on skill development for social work practice and therefore be dialogical.

How important is face to face teaching in social work education? What areas should be taught in this mode? Are there current challenges in meeting this requirement? Should these requirements be changed, is so why and how? If not, why?

1.3 Field Education

The [ASWEAS](#) states that field education is “a core component of social work education” with requirements for a minimum of 1,000 hours to be successfully completed “in at least two field education subjects”.

Should there be any changes to this requirement, if so why and how? If not, why not?

The [ASWEAS](#) also articulates that field educators be qualified social workers eligible for AASW membership “with a minimum of two years’ full-time practice experience, or its part-time equivalent” able to fulfil requirements for formal supervision. It further comments about external supervision requirements and roles and responsibilities of field educators and the social work program.

Are there gaps in these requirements or alternate models/methods to assess field education experiences that should be explored further?

The [ASWEAS](#) comments that it is critical for students to have opportunities to participate in a broad range of learning experiences in field education, across fields of practice and organisation, with different client groups, using different methods of social work practice and, in particular, has requirements about placements in a student’s place of employment.

Should there be requirements about placement location and structure? Why, When and How?

2. Core Curriculum Inclusion

The [ASWEAS](#) (page 13) states “Australian entry-level professional social work education is generalist. Generalist social work posits core and common knowledge, skills and values which can be applied across practice settings, fields of practice and methods of social work practice.” ASWEAS defines four core curriculum areas that providers must include in the social work program. These areas are child wellbeing and protection, mental health, cross cultural practice working with Aboriginal and Torres Strait Islander people and communities.

Is there a place for core curriculum content in the ASWEAS? If so, should these four areas be retained? If not, why not? What, if any, core curriculum changes need to be made?

3. Academic Staffing

The [ASWEAS](#) (pages 3-5) requires a minimum of 5 FTE social work qualified staff and additional requirements about the level of academic appointments in the program, research activity, staff/student ratios.

Should there be any changes to these requirements. If so, what and why?

4. Document Structure and Language

The ASWEAS structure is a core document with associated guidelines. It contains background information to the standard, requirements of the standard, accreditation process information and reporting templates related to accreditation.

Are the key headings right? Is the glossary of terms and definitions accurate? If not, what improvements are required? Is there a need for supplementary/supporting documentation? If so, for what and for whom? Is the language clear?

4. Any Other Areas you wish to make comment

Only submissions under 1500 words will be published. Prior to publication, submissions may be edited for accuracy.
Do you give permission for your submission to be published on the private members only section of the AASW website?

Please select:

Yes No