

Te Whakaaetanga me te Uuitanga | Consultation Document

**Te Ata Māhina Bachelor of Social Work
(Level 7, 480 credits) [BSW]**

**Consultation Document [Ver:0.1]
[03 June 2022]**



Te Pūkenga

Te Whakaaetanga me te Uuitanga | Consultation Document

	NZQA Reference No.	Version No.	Credits	Level
Te Ata Māhina Bachelor of Social Work	127541	1	480	7

which leads to the award of the following qualification

Te Ata Māhina Bachelor of Social Work	4614	1	480	7
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Document Version

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1. He Kupu Whakataki | Introduction

1.1 Te Pūkenga

Our identity is inspired by the base of the harakeke.
The strongest part, from where all threads meet and grow.

Because while we are all separate strands,
we are stronger together.

Here, we share perspectives to exchange
knowledge and skills.

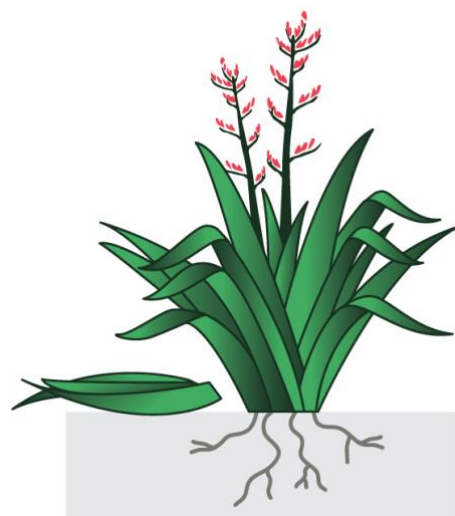
We treat learning and teaching as one, weaving together
our collective past for a thriving tomorrow.

Nāu te rourou, nāku te rourou.

We draw our strength from this place –
and we use it to support and lift each other up.

This is the base, from where we grow and flourish.

This is Te Pūkenga



Tō Mātou Tirohanga Roa | Our Vision

Whakairohia he toki, tāraia te anamata | Learning with purpose, creating our futures.

The most well used and highly prized tool of the pre-European Māori world was the toki or the adze. This implement was used to fashion waka, build houses, fell trees and even create other tools. So prized was the toki that there are many Māori proverbs that speak of its application and people who were seen as proficient in various activities were called 'toki'. The notion of toki aligns with the name Te Pūkenga which also means to be proficient or skilled in particular roles.

By including the word whakairohia in the first part of the sentence, this phrase is encouraging people to upskill themselves, or equip themselves with the relevant tool. The second part of the phrase is about the future. The word tāraia means to fashion, shape or sculpt and anamata is the future. Therefore the phrase as a whole is about encouraging people to prepare themselves with a skillset that will help us all to shape the future.

Tō Mātou Pūtake | Our Purpose

E tuku ana e Te Pūkenga ngā huarahi mātauranga hiranga, tino kōunga hoki hei tautoko i ngā ākonga, ngā kaitukumahi me ngā hāpori ki te whiwhi i ngā pūkenga, mōhiotanga, āheinga hoki kei te hiahia e Aotearoa i āiane, mō āpōpō hoki. Noho ai ngā ākonga me ō rātou whānau hei pūtake mō ā mātou mahi katoa.

Te Pūkenga provides excellent and quality education opportunities that support ākonga, employers and communities gain the skills, knowledge, and capabilities Aotearoa needs now and for the future. Ākonga and their whānau are at the centre of all we do.

Ā Mātou Uara | Our Values

**Manawa nui | We reach out
and welcome in**

**Manawa roa | We learn and
achieve together**

**Manawa ora | We strengthen
and grow the whole person**

Manawa nui describes a person or group's behaviours that embody manaakitanga, humility, patience, respect, tolerance and compassion.

What is manawa nui?

- We actively seek diversity knowing this supports equitable decision making and outcomes.
- We welcome everyone. Your unique worldview makes us who we are.
- We care about each other, demonstrate manaakitanga and gratitude, and create safe spaces where people feel comfortable contributing and sharing.
- We seek the expertise of others, recognising we are part of a bigger picture.
- We call out behaviours that go against our values.

What it isn't

- being negative or critical of others
- close mindedness, shutting down ideas without discussing them or ignoring the diverse views of others
- avoiding tough issues because they are difficult or uncomfortable.

Manawa roa describes a person or group's behaviours that embody staying power, resilience, fortitude, grit and doing what needs to be done to achieve the collective goal.

What is manawa roa?

- We embrace opportunities to try new things and learn from our mistakes.
- We work together, always striving for better.
- We are about progress, not perfection.
- We participate proactively and seek input from others.
- We provide feedback that is honest, constructive and respectful, in order to elevate each other's greatness.

What it isn't

- doing things the same way they've always been done
- focusing on winning the argument
- making excuses or blaming others when something doesn't go right
- working in silos or in isolation of others or other teams
- holding back delivery for the perfect solution or waiting for consensus to make decisions.

Manawa ora describes a person or group's behaviours that embody breathing life into all aspects of another life form.

What is manawa ora?

- We remove barriers and acknowledge the needs of others and their wellbeing.
- We empower people to give their best and recognise their unique contributions.
- We encourage initiative and contribution at all levels.
- We are generous with our time and expertise, and we look for opportunities to learn from others.
- We are transparent and open about decisions, and we support the decisions of others.

What it isn't

- putting others in situations where they feel unsafe or uncomfortable
- accepting mediocracy or reluctance to stretch ourselves
- going back on our commitments to contribute to mahi or support others
- relinquishing responsibility for the things we are tasked with
- withholding support or undermining decisions.

Ā mātou whāinga tōmua | Our Priorities

We have five educational priorities. They support us to meet our legislative requirements, and will guide our work over the next few years:

E rima ā mātou whāinga tōmua. Hei mea tautoko i a mātou ki te whakatutuki i ō mātou ritenga ā-ture, hei ārahi hoki i ā mātou mahi hei ngā tau tata kei te tū mai:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. A relentless focus on equity and ensuring participation - we honour and uphold Te Tiriti o Waitangi in all we do. 2. Delivering customised learning approaches that meet the needs of ākonga and trainees wherever they are. 3. Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa. Excellence in educational provision for all. 4. Services that meet the specific regional needs of employers and communities. 5. Transition educational services in a smooth and efficient manner. | <ol style="list-style-type: none"> 1. Kia mau kia arotahi ki te mana ōrite me te whai wāhitanga - ka whakamana, ka hāpai hoki mātou i Te Tiriti o Waitangi i roto i ā mātou mahi katoa 2. Te tuku whakaakoranga e tutuki tonu ai ngā matea o ngā ākonga me ngā taura ahakoa kei hea 3. Te whakarite mā tō mātou rahi, tō mātou whānui hoki hei whakakaha i te whānuitanga o te tuku mātauranga puta noa i Aotearoa. Te hiranga o te tuku mātauranga mō te katoa. 4. He ratonga e rite ana ki ngā hiahia motuhake o ngā kaitukumahi me ngā hāpori 5. Te whakawhiti ratonga mātauranga kia ngāwari, kia tika ake hoki te whakahaere |
|--|--|

Ngā otinga e wawatangia ana | Our desired outcomes

How successful we are will be measured by how well we meet the expectations of our [Charter](#). Te Pūkenga is grounded in nine outcomes that reflect our [Charter](#):

- Give effect to Te Tiriti o Waitangi in all that we do.
- Provide exceptional learning experiences and equitable outcomes for Māori.
- Be learner centred. Recognise the diverse and unique needs of all ākonga, with a focus on the unmet needs of Māori, Pacific and disabled ākonga, and staff, to empower diversity, belonging, and wellbeing.
- Partner with employers to deliver relevant work-integrated education that meets skills needs.
- Be responsive and empowering to staff and ākonga.
- Become a connected and future focussed education provider driven by innovation, collaboration, research, data driven decision-making and teaching excellence.
- Delivering regional flexibility and nationally consistent outcomes. Create-barrier free access, mobility across, and clear pathways within the network for ākonga.
- Become a sustainable network of provision creating social, economic, environmental and cultural wellbeing.
- Focus on efficient and cost-effective delivery across the network.

1.2 Te Rito

The 'rito' is the inner shoot of the flax. In the same way, our ākonga and their whānau must be at the centre of Te Pūkenga. Everyone has a role in ensuring the success of the rito – kaimahi, kaiako, ākonga, whānau and communities, our Treaty partner, leadership, and employers as described in our [Te Rito framework](#).

Our Commitments:

- Prioritise **putting ākonga at the centre** of everything we do
- Operate in a way that allows us to **empower ākonga** on academic, non-academic, and wellbeing matters and matters relating to our practices and services
- Work towards **equity for ākonga** of different genders, ethnicities, cultures, and abilities
- Respond to the needs of and **improve outcomes for Māori ākonga**
- **Meet the needs of all ākonga** especially those we haven't previously served well: **Māori, Pacific and disabled ākonga**

These guide us in all that we do and are supported by our legislated [Charter](#).

Te Rito builds towards our Equity Outcomes framework. The purpose of Te Rito is to guide Te Pūkenga and the network towards how it responds to the unique needs of all ākonga, with a priority focus on Māori, Pacific and/ Disabled ākonga.

In 2020 Te Pūkenga commissioned the Ākonga at the Centre research project to gain insights from ākonga (and those that supported them) on the barriers and enablers to their success across the current learner journey. The project applied Te Tiriti o Waitangi inspired principles of excellence and used Critical Bicultural and Human Centred Design methodologies as a new and innovative approach for the public sector. This purpose of the approach is to support the efforts of Te Pūkenga to embed Te Tiriti o Waitangi in everything it does and allow the research to strengthen the voices of priority populations that have traditionally been underserved in the vocational education and training system.

Insight examples from Te Rito include things like:

- The pathway into learning is an anxious time – guidance to find the right path early, access to apprenticeships, an easy enrolment, gaining familiarity and meaningful early connections can build learner confidence.
- Early and whānau-connected support, which was targeted, individualised, and met the wide range of holistic needs, helps ākonga stay on track.
- Whānaunga and manaakitanga relationships with staff, better connections with employers, and sharing ideas with mentors and tuākana all help ākonga to feel welcomed and enhance their sense of belonging.
- Successful outcomes for Māori ākonga is wider than individual gain. Their whānau and community's prosperity is part of individual success.

Te Pūkenga also have a national strategic disability action plan, which incorporates the Enabling Good Lives principles. The plan provides a unified national strategy across Te Pūkenga and was developed with ākonga (ākonga) and kaimahi (staff).

The plan provides a comprehensive road map towards a vocational system that hears the voices of disabled ākonga and what they need to succeed, which includes but is not limited to:

- stronger partnerships with ākonga to understand and respond to the voice of disabled ākonga
- increasingly disability confident staff to ensure more inclusive learning environments
- consistent data collection on disabled ākonga to measure and manage performance against the plan
- adoption of the Accessibility Charter to ensure alternate formatting of information and more accessible infrastructure.

Te Rito reports:

[Te Rito Insights from Māori ākonga and all ākonga, Part One](#)

[Te Rito Insights from Pacific ākonga, Part Two](#)

[Te Rito Insights from disabled ākonga, Part Three](#)

1.3 Te Pae Tawhiti

[Te Pae Tawhiti](#) is our Te Tiriti o Waitangi Excellence framework. It provides Te Pūkenga with internal guidance to achieve Te Tiriti o Waitangi excellence. It is centred on a combination of continuous obtainment (whakamaui) and pursuit (whāia) of two major objectives and five associated goals. The purpose of Te Pae Tawhiti is to guide Te Pūkenga and the network towards creating shift of scale change that drives equitable education outcomes for Māori (For more information, please refer to [Te Pae Tawhiti](#) web resources).

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services work well and respond with excellence to the needs of Māori ākonga and their whanau, and to the aspirations

of iwi and Māori communities throughout Aotearoa. This objective comes from our [Charter](#), our [legislative mandate](#), and from the will of our Council. In working to achieve this objective, we know it is not Māori ākonga or communities that need to change to fit with us: rather it is our responsibility to ensure our services improve for the betterment of Māori.

Te Pae Tawhiti provides guidance in the form of key questions and assists in ensuring shift-of-scale across the entire network, ensuring consistency of service helping embed best practice. The reflective practice aspect includes self-assessment against key indicators, linked to [Te Arawhiti Māori/Crown Relations Office capability frameworks](#).

Activity already underway across the network which could be scaled to increase its impact, includes:

- sharing strategic approaches, examples of mana ōrite agreements and co-governance arrangements with hapū and iwi
- regional collaborations with iwi, and Māori health, social and education providers
- taking holistic approaches to Māori learner success and wellbeing, including through Kaupapa Māori services and spaces
- capable, empowered and connected Māori leadership across governance, management and operations.

The report also identified key growth areas, including:

- addressing racism and bias that remains in the system
- developing and applying a consistent approach to partnership with tangata whenua
- addressing the deprioritisation of Māori worldviews and Kaupapa Māori services
- enabling system-wide support for existing collaboration
- protecting, preserving and enhancing existing partnerships.

These insights strongly align with our [Te Rito framework](#) and together can inform mahi to enable learner success.

A: WHAKAAETANGA Ā-HŌTAKA | PROGRAMME APPROVAL

Part A of this document outlines the proposed programme and demonstrates how it is a coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes, and assessment practices which lead to an existing qualification (Level 1-6) or meets the criteria for being listed as a new qualification (Level 7-10) on the NZQF.

Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

Te Pūkenga currently delivers over 2000 programmes across the motu to more than 115,000 ākonga. Our goal is to develop a unified, sustainable, public network of regionally accessible vocational education programmes that have our ākonga at the centre.

This programme application proposes to develop a national network of provision requiring partnerships and cooperation with co-responsibilities for programme delivery. This is consistent with Te Pūkenga academic delivery innovation strategic direction which is aimed at establishing a coherent portfolio of programmes that will support ākonga, employers and industry to make informed decisions about future study and employment and achieve a sustainable network of ongoing delivery.

Central to this is a shared belief in the value to stakeholders of pooling our resources – *people (kaimahi), facilities, educational and physical resources, and support services* - across the network. This belief is based on the educational desirability of modelling and promoting the very qualities to be valued in graduates. These include abilities to use information and communication technologies, collaborate with remote work teams, connect with professional communities, and maintain ongoing professional development regardless of time and place constraints.

Development of a unified portfolio of programmes recognises and values the potential of collaborative and networked delivery to facilitate and enable:

- **equivalency** between graduate outcomes at all levels
- **shared best practice** for programme and course **delivery**
- discipline networks **supporting ākonga, kaiako, and employers**
- learner enrolment **transferability between learning locations**
- opportunities to **study while still employed** and contributing to industry
- **national approaches** for engagement with professional bodies
- uniform quality education using the **most appropriate resources**
- viable and sustainable **learner communities**

The unified portfolio of programmes strategy is informed by Te Pūkenga **Charter** as defined in the Education and Training Act 2020:

*“Te Pūkenga has the following **functions**...*

- *be responsive to and to meet the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by utilising our **national network of tertiary education programmes and activities***
- ***improve the consistency** of vocational education and training...*
- ***improve outcomes for Māori ākonga** and Māori communities in collaboration with Māori and iwi partners, hapū, and interested persons or bodies*

Te Pūkenga must ensure that:

- ***students and employers can transition seamlessly between delivery sites and educational modes, including between workplaces and other forms and places of learning; and***
- ***programmes of study and qualifications are portable and consistent, yet flexible enough to meet local needs; and...***

A number of key policy and legislative statements also support this approach. These include:

a. Mobilising the New World Report of the New Architecture Working Group (12 Feb 2020)

“Following the establishment of Te Poari Akoranga, Council and the CE should focus on:

- *Establishing a harmonisation project which begins with harmonisation of regulations across the network and then **identifies priority areas for program harmonisation** across the network.*

b. Te Pūkenga Transitional Statement of Intent (SOI) 2021 – 2024

Academic Delivery Innovation: What does success look like? Successful delivery of this workstream will mean that we have a harmonised set of academic regulations and offer a **common set of high-quality education and training programmes across our network... Harmonising our education products will support seamless pathways across the network, enhance consistency and reduce duplication of effort.”**

Te Pūkenga Strategic Operation Innovation was presented to the House of Representatives pursuant to section 149(3) of the Crown Entities Act 2004.

Why transition delivery to a common set of unified programmes?

An overview of the portfolio of delivery (subsidiary ITPs and TITO) identified multiple distinct programmes leading to the same qualification at level 1-6 from subsidiary providers. There are also multiple programmes leading to distinct qualifications at level 7-10 which represent 25-30 distinct subject areas.

In order to develop a coherent portfolio of programmes that supports the academic delivery innovation strategic direction a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes: blended, distance, and work-based learning.

The unification process has been designed to employ a collaborative approach to redevelopment that will ensure the programme design meets Te Rito (our Equity Outcomes framework), Te Pae Tawhiti (our Te Tiriti o Waitangi Excellence framework) as described above, as well as fulfilling the expectations of our emergent Whiria Te Pūkenga (our Mātauranga Māori Framework) which will be delivered in line with our Ako Framework (in development) as described in Part B: [Programme Accreditation](#) below.

The main goals of unification are:

- To work with providers within Te Pūkenga network to establish a single unifying programme from among those that already exists, with minor updates to be made to ensure the unified programme works for all (for example, all modes of delivery)¹.
- To develop in the context of a suite of programmes, rather than as isolated programmes, to ensure effective and streamlined learner pathways are maintained or enhanced.

In most cases the initial approach to unification is by **transition** to an agreed existing programme which will undergo minor changes to ensure that it is fit for purpose for continued delivery in a range of regions and delivery modes.

Where there are four or more programmes/curriculum for consideration, dedicated working groups made up of representative subject matter experts from across Te Pūkenga network identify a short-

¹ All transition work will move us towards, and occur with, the future state of national curricula and skills standards in mind.

list of existing programmes which are assessed using a programme selection matrix. The short-listing employs and analysis of high-level data provided from current subsidiaries and a high-level review of the programme/curriculum documentation. This short-listing of programmes is based on the following criteria:

- a version changes or accreditation/regulatory body changes have already been made
- a programme was developed in close partnership with industry, hapū, iwi and Pacific communities.
- a programme has recently (within past 3 years) been updated
- a programme, with minor updates, will align with Te Pūkenga [Charter](#)
- a programme already enables multiple modes of delivery.

Once existing providers have transitioned to a unified programme, a collaborative redevelopment approach to further improve the programme will be established.

In the initial stages of unification some programme will undertake a **transformation** development. This involves a collaborative redevelopment of a new unifying programme for the network that works for all (e.g., includes all delivery modes). Transformation projects may be required according to the following:

- a significant change in a qualification (version change or replacement at levels 1 – 6 on the NZQF) that requires a new programme of study
- changes made by standards setting bodies which require a redevelopment of a programme leading to a qualification
- consolidation of multiple degree level qualifications into a single unified qualification and programme of learning
- an urgent need to redevelop a programme because of identified success and equity issues in the current offerings.

All unified programmes will undertake **transformation** over time to continue to improve outcomes for ākongā.

Te Ata Māhina Bachelor of Social Work

Te Ata Māhina Bachelor of Social Work is a four year, 480 credit Degree qualification at Level 7. The unified programme has been designed to deliver and meet Social Workers Registration Board (SWRB) and NZQA requirements.

Te Pūkenga has a relentless focus on equity and ensuring participation, in particular for Māori, Pacific and disabled learners and this unified programme development has been created with a desire to support this focus on equity. Te Ata Māhina Bachelor of Social Work is designed to deliver on our aim of providing qualified and skilled Social Workers who can meet the needs of Aotearoa New Zealand now and into the future. Graduates of Te Ata Māhina Bachelor of Social Work will be eligible to register with the Social Workers Registration Board and practice as a Social Worker in Aotearoa New Zealand and overseas.

Te Ata Māhina Bachelor of Social Work is designed to be high-level, broad and flexible, with a particular focus on enabling regional responsiveness to tailor to local community needs, including local tikanga, community groups (eg. Migrant, Refugee) and the relevant local context. Te Pūkenga network partners will retain regional and local relationships, including practice placements partnerships.

Te Pūkenga kaimahi and kaiako will be closely connected as one network, meaning that they will be able to share best practice, learning and teaching resources and collectively ensure that the approach to delivery is fair, valid and consistent.

An elective has been included in the programme and ākonga will have the opportunity to complete this locally, or with other partners which will enable more choice to diversify their learning.

Context for social work practice in Aotearoa New Zealand

Social work in Aotearoa New Zealand is practised within the context of our international and national laws and codes, and our constitutional setting, which recognises Te Tiriti o Waitangi as a founding constitutional document.

Changes to the Social Workers Registration Act 2003 effective from 27 February 2021 include the introduction of mandatory registration for social workers, protection of the title 'social worker', and implementation of a general scope of practice to describe social work practice in Aotearoa New Zealand.

The [General Scope of Practice](#) has been developed as a high-level description of social work in Aotearoa New Zealand. The Scope of Practice applies to practitioners working across the breadth of social work roles. Aotearoa New Zealand qualifications prescribed for the Scope of Practice prepare newly qualified social workers to begin practising across a range of practice settings².

Kaupapa: Te Ata Māhina Bachelor of Social Work

He whakarāpōpototanga tēnei tuhinga i ngā mahi hei tautoko ake i te waihanganga o te tohu hou, Te Ata Māhina Bachelor of Social Work.

Te Ata Māhina refers to the early morning light just before the Sun peaks above the horizon bringing with it, the new day. Te Ata Māhina therefore, refers to the phase of dawn that is heralded by the earlier phases, namely, Te Ata tuhi (the glow of dawn) and Te Ata Rapa (the flash of dawn).

Māori oral traditions speak of a life in ancient Hawaiki. Our tūpuna carried traditions and narratives from Hawaiki on their journeys throughout Te Moana Nui a Kiwa (Pacific Ocean) to Aotearoa which included names of places of significance and people of prominence. This is seen in the following comment from Te Hokuwai of Te Āti Haunui ā-Pāpārangi in the reference to Hikurangi as the first place to see the sun's rays at the beginning of time:

Ka tau te rangi	The heavens settled
Te ata tuhi	The dawn began to glow
Te ata rapa	The dawn began to flash
Te ata māhina	The early morning light
Ka māhina te ata i Hikurangi	The early morning light shone on Hikurangi

Iwi/Hapū Variations

As with many traditional Māori narratives, there are variations held by iwi, hapū and whānau respectively and these all hold their inherent mana, tapu, mauri and lines of descent and that mana, tapu and mauri is acknowledged respectfully.

The inclusion of the reference above is intended to demonstrate how tūpuna of the migration brought with them references of their homeland, Hawaiki and how iwi and hapū have retained and applied that understanding within their contexts. Hikurangi mentioned above has been acknowledged through application by many iwi and hapū as a land mark of particular significance to them. It should then be noted, the same applies to the iwi, hapū and whānau oral traditions regarding the dawn. The conceptual translation below explains the application of the phases of dawn within the context of the programme and is not aligned to any single version.

² <https://swrb.govt.nz/practice/practising-certificate/>

Conceptual Translation

Te Ata Māhina refers to the hope and potential of a new dawn. Te Ata Māhina Bachelor of Social Work is a newly developed curriculum for Unified Programme Delivery at Te Pūkenga. The name acknowledges the aspirations of the transformational curriculum of Social Work for Aotearoa New Zealand.

In naming Te Kawa Toko Ora | Programme Philosophy and Ngā Mātāpono Tokorangi | Design Principles, reference was made to the stories of the separation of Rangī and Papatūānuku, leaning into the potential perspective of hope and curiosity through the tensions experienced by their children.

Te Ata Māhina leans into those stories of the separation and refers to the glow seen through the crack in the armpit of Ranginui³.

In the offering of Te Ata Māhina as a name for the new unified programme, it should be noted that consideration has been made of the reference to and reflection of, Pūao-te-ata-tū⁴ the well-known 'Daybreak Report' which not only identified and challenged racism but also provided validity and legitimacy of tāngata whenua and kaupapa Māori social work practices.

The four years of Te Ata Māhina Bachelor of Social work are bound together through the embedding of moemoeā, uarā and kaupapa. This poutama approach will tautoko ākonga to progress through the years as they build knowledge, skills, and attributes.

Year - Level	Moemoeā - Vision	Uara - Principle	Kaupapa - Topic
Year 1 - Level 5	Mōhiotanga	Mauri	Whenua
Year 2 - Level 6	Mātauranga	Mana	Whare
Year 3 - Level 7	Māramatanga	Rangatiratanga	Wānanga
Year 4 - Level 7	Motuhake	Kaitiakitanga	Hapori

Te Pūkenga Social Work coordinating working group is currently developing a glossary of key terms and explanatory notes.

Te Kawa Toko Ora | Programme Philosophy

The philosophy underpinning Te Ata Māhina Bachelor of Social Work is considered under six Mātāpono:

Tuatahi: Te Ao Māori	promotes Te Tiriti o Waitangi as well as models of teaching, learning and assessment that include tuakana/teina, marae based and other collective approaches to Social Work.
Tuarua: Mana	fosters mana enhancing teaching and learning spaces, relationships, and assessment processes and develops skills, knowledge, and values to practice with whānau, hapū, iwi, individuals, families, and communities.
Tuatoru: Toko te ora nui	builds social, cultural, psychological, emotional, and spiritual understanding to foster an Aotearoa practice perspective of Social Work.
Tuawhā: Whanaungatanga	uses relationship-based and collective styles of teaching and learning encompassing relationship-based practice with whānau, hapū, iwi individuals,

³ Te Ahukaramū Charles Royal, 'Te orokohanga mai o te ao - Ngā ōritetanga i ngā kōrero mō te orokohanga o te ao', Te Ara - the Encyclopedia of New Zealand, <http://www.TeAra.govt.nz/mi/artwork/2426/ranginui-raua-ko-papatuanuku> (accessed 30 May 2022) He kōrero nā Te Ahukaramū Charles Royal, i tāngia i te 8 Feb 2005

⁴ Hollis-English, A. (2012). Pūao-te-Āta-tū: Informing Māori social work since 1986. *Aotearoa New Zealand Social Work*, 24(3/4), 41–48.

	families, and communities. Graduates will be able to build effective relationships and reciprocity with community agencies.
Tuarima: Nō wai au, Nō whea koe	harnesses whakapapa and life experience as a resource for learning and practice and is inclusive of critical self-awareness in personal, cultural, and professional identity. It develops an awareness of personal bias and promotes practice that is inclusive, open to diversity and challenges stigmatisation, oppression, and exploitation.
Tuaono: Manatika Pāpori	fosters the skills and knowledge for positive personal, organisational, community and social change. Learners explore structural inequalities, Te Tiriti o Waitangi breaches and human rights as well as analysis of power at micro, meso and macro levels.

Ngā Mātāpono Tokorangi | Design Principles

In order to authentically locate ākonga (learners) at the centre, a full **transformational** programme redesign and development was undertaken to unify Te Pūkenga social work programmes.

Formal **Steering and Working** groups were established in 2021 to lead, coordinate and undertake the unification of the social work programme. These groups included leaders, subject matter experts, curriculum developer/writers, Mātauranga Māori, and learning design partners.

Te Pūkenga also invited nominations for a series of **reference groups** with representatives from across the above sectors, including ākonga, Te Pūkenga kaimahi (staff), professional bodies and organisations, hapori community services user/advocacy groups, employers, and workforce, and those that use the services of our graduates. All reference groups had a particular focus on those who are under-served by the education system, including Māori, Pacific, and disabled learners.

The reference groups and the working groups **co-designed ngā mātāpono**⁵ (guiding concepts) that were applied during the development process for the programme. As a result, Te Ata Māhina Bachelor Social Work programme is:

1. Toko te Ao Māori | Founded in Te Ao Māori
2. Toko te Mana | Mana-enhancing
3. Toko te Ora Nui | Holistic
4. Toko te Ora Roa | Fosters whanaungatanga
5. Toko te Tangata | Asks No wai au? Nō whea koe?
6. Toko te Tika | Advances social justice

Toko te Ao Māori | Founded in Te Ao Māori

- Founded in a Te Tiriti o Waitangi based, Tangata Whenua led, decolonising design process.
- Creates a mātauranga Māori core curriculum that weaves in other ways of knowing.
- Promotes Māori models of teaching and learning including tuakana/teina, marae-based and collective approaches to teaching, learning and assessment.

Toko te Mana | Mana-enhancing

- Fosters teaching and learning spaces, relationships and assessment processes that are mana-enhancing.
- Develops skills, knowledge, and values for mana-enhancing practice with whānau, hapū, iwi, individuals, families, and communities.

⁵ Reference to the separation of Rangī and Papa by their children in their pursuit of ora.

- Respects and integrates understandings from diverse contexts: local rohe, rural and urban communities and the global South.

Toko te Ora Nui | Holistic

- Blends social, cultural, psychological, emotional, and spiritual understandings.
- Promotes fieldwork education that harnesses critical reflection to develop practice knowledge.
- Fosters a positive aspirational practice perspective.

Toko te Ora Roa | Fosters whanaungatanga

- Promotes relationship-based and collective styles of teaching and learning.
- Develops skills and knowledge for relationship-based practice with whānau, hapū, iwi individuals, families, and communities.
- Develops capabilities for interdisciplinary and partnership working.
- Establishes effective relationships and reciprocity with community agencies.

Toko te Tangata | Asks Nō wai au? Nō whea koe?

- Fosters critical self-awareness in personal, cultural, and professional identity.
- Fosters an awareness of personal bias and promotes practice that is inclusive, open to diversity and challenges stigmatisation, oppression, and exploitation.
- Harnesses whakapapa and life experience as a resource for learning and practice.

Toko te Manatika | Advances social justice Mana tika

- Explores structural inequalities, Te Tiriti o Waitangi breaches and human rights.
- Promotes analysis of power at micro, meso and macro levels.
- Fosters critical thinking, skills and knowledge for positive personal, organisational, community and social change.

A series of wānanga with co-design facilitators took place with a focus on designing a programme that honoured Te Tiriti and created equity. The ngā mātāpono then supported the development of the ***Graduate Profile Outcomes*** and subsequently, the themes and structure of the programme.

Specialised working groups of Te Pūkenga kaimahi were then established to develop the detailed course descriptors, which have been collated and cohesively mapped together to form the programme of study. Careful consideration was also given to ensuring the programme met and aligned with Social Workers Registration Board (SWRB) and New Zealand Qualifications Authority (NZQA) requirements.

Partnering for a unified curriculum

Te Ata Māhina Bachelor of Social Work has been collaboratively designed by the following subsidiaries of Te Pūkenga:

- Ara Institute of Canterbury (ARA)
- Eastern Institute of Technology (EIT)
- Manukau Institute of Technology (MIT)
- Nelson Marlborough Institute of Technology (NMIT)
- Northland Polytechnic (NorthTec)
- Otago Polytechnic (Otago)
- Southern Institute of Technology (SIT)
- Tai Poutini Polytechnic (TPP)
- The Open Polytechnic of New Zealand (TOP)
- Toi Ohomai Institute of Technology (ToiO)
- Universal College of Learning (UCOL)

- Waikato Institute of Technology (Wintec)
- Whitireia and Wellington Institute of Technology (W&W)
- Western Institute of Technology at Taranaki (WITT)

The development also engaged with representatives from Tai Poutini Polytechnic (TPP) and Universal College of Learning (UCOL), however they do not currently deliver degree level social work programmes.

Transitioning to the new unified programme

Te Ata Māhina Bachelor of Social Work will commence Year 1 course delivery in 2023, subject to approval and accreditation. Year 2 course delivery will follow in 2024, with Year 3 and Year 4 following. All programmes currently offered in the network will cease new enrolments in 2023 and will be progressively phased out as the new programme is phased in.

2. Ngā Taitara, ngā Whāinga, ngā Hua o te Ako me te Whakakaupapa | Title, Aims, Learning Outcomes and Coherence

This section addresses Programme Approval Criterion 1 which presents evidence that demonstrates how the programme meets the definition published in the NZQF Listing and Operational Rules.

It also addresses Programme Approval Criterion 2 by describing the title, aims, stated learning outcomes and coherence of the whole programme to demonstrate that they are adequate and appropriate and that they meet the graduate profile and specification of the qualification as listed on the [New Zealand Qualifications Framework](#).

The programme detailed below meets the definition as listed in the New Zealand Qualifications Framework (NZQF) Listing and Operational Rules. The level and credit value of the qualification to which the programme leads meets the requirements in the qualification type definitions published in the NZQF.

This document outlines capability and delivery arrangements of Te Pūkenga for the purpose of attaining approval and accreditation for the programme detailed below.

2.1 Taipitopito Hōtaka Programme Details	NZQA Reference No.	Version No.	Credits	Level
Te Ata Māhina Bachelor of Social Work	127541	1	480	7

which leads to the award of the following qualification

Te Ata Māhina Bachelor of Social Work	4614	1	480	7
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Strategic purpose

The purpose of this qualification is to provide qualified and skilled Social Workers who can meet the needs of Aotearoa New Zealand now and into the future.

Te Ata Māhina Bachelor of Social Work will nurture ākonga to become reflective, responsible Te Tiriti-based social work practitioners capable of working in diverse contexts. Graduates will be capable of applying an understanding of te ao Māori and the principle of self-determination to advocate for social justice. As self-aware professionals, graduates will be equipped with the knowledge, skills, and attributes to build mana-enhancing relationships with whānau, hapū, iwi and communities.

This qualification is suitable for those who wish to develop a career as a professionally qualified and registered social worker. Graduates will be eligible to register with the Social Workers Registration Board and practice as a Social Worker in Aotearoa New Zealand and overseas.

Graduate profile

Ngā Tohu ora a te Taurira

1. **Rangatiratanga | Self Determination**

Graduates understand Rangatiratanga as a Māori philosophy, value and practice of people exercising their independence, and self-determination. Graduates can apply Rangatiratanga in their developing/everyday social work practice.

2. **Kawenga Tiriti | Te Tiriti-Based Practice**

Graduates can engage in Tiriti-based practice that is informed by knowledge of Te Ao Māori and indigenous ways of knowing. They can explain the historical and present effects of colonisation on Tangata Whenua.

3. **Māramatanga Ao Māori | Te Ao Māori Understanding**

Graduates are capable of applying te reo Māori, tikanga, kawa and Māori approaches to oranga and wellbeing in their developing practice.

4. **Mahitahi me ngā Tangata Moana i Aotearoa | Working with Tangata Moana in Aotearoa**

Graduates understand the history and diversity of Pacific peoples in Aotearoa and are capable of applying Pacific principles, theories, and knowledge to their social work practice

5. **Kanorau | Diversity**

Graduates are capable of analysing and challenging all forms of injustice and oppression including, but not limited to, age, class, colour, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, neurodiversity, political ideology, race, religion/spirituality, sex and sexual orientation.

6. **Manatika | Social justice**

Graduates are capable of taking actions to protect and advocate for human rights including civil, political, environmental, economic, social and cultural rights.

7. **Ngaiotanga | Professionalism**

Graduates are capable of taking responsibility for their conduct, practice, self-care and professional development. They are ethically fluent and can reason about ethical issues, problems and dilemmas.

8. **Puna Whakaata | Identity**

Graduates are critically self-aware, self-determined, reflective practitioners capable of reflecting on power, practice, policy and research findings. They understand how "ko wai au - who you are" and "no whea koe - where you are from" influences their worldview and social work practice.

9. **Whanaungatanga | Relationships**

Graduates are capable of building, maintaining and closing respectful, reciprocal mana-enhancing relationships with individuals, whānau, hapū, iwi, and communities.

10. **Tikanga | Process**

Graduates are capable of working through the steps in the social work process—engagement, assessment, intervention, evaluation and closure in a way that is research-informed, safe and responsive to the interpersonal and cultural needs of service users.

Qualification education pathway

This qualification may build on:

- Te Pou Tautoko i te Ora (Kaupae 4) [Ref: 2875]
- Te Pōkaitahi Whānau Ora (Kaupae 4) [Ref: 2878]
- New Zealand Certificate in Youth Work (Level 4) [Ref: 2449]
- New Zealand Certificate in Health and Wellbeing (Advanced Support) (Level 4) [Ref: 2779]
- New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [Ref: 2989]
- New Zealand Certificate in Health and Wellbeing (Rehabilitation Support) (Level 4) [Ref: 2991]
- New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) [Ref: 2992]

Graduates of this programme may progress to higher level studies at Postgraduate level

Employment, cultural, community pathway

This qualification will be an advantage to graduates seeking employment in a number of organisations as skilled social service practitioners who are qualified for the social work sector.

This includes direct work with people and whānau, therapeutic social work, community-led development, consultancy, research, education, supervision, facilitation, advocacy, management, policy development and leadership.

Professional recognition/accreditation

Graduates of this qualification will meet the Social Workers Registration Board (SWRB) Graduate Attributes and Core Competence Standards and are therefore eligible for provisional registration.

Other requirements of the qualification (including regulatory body or legislative requirements)

Programmes leading to this qualification must include a range of components including social work values, ethics and theory, specific social work methods and techniques, and supervised practice in an agency setting.

Field education is an essential part of the qualification which provides the practical and experiential learning of social work in 'real world' situations. Fieldwork is undertaken in a range of courses in the programme.

Ākonga must undertake a minimum of 120 days of practice placement across the degree supervised by a registered social worker.

2.2 Whakakaupapa | Coherence

This programme development follows the principles of constructive alignment. The graduate profile of the qualification to which the programme leads, the course learning outcomes, and the assessment plan are generated in this way, underpinned by learning design principles and quality standards. The approach is learner-centred and considers transportability of learning and pathways for the learner within and across programmes of study.

A learning design framework also provides a coherent framework for the sourcing or development of assessments and appropriate learning activities/resources to achieve the outcomes. The process draws on appropriate pedagogical and discipline expertise, as well as ensuring compliance with quality assurance and regulatory body requirements. There is an emphasis on the assessments providing evidence of meeting the learning outcomes and graduate profile.

Coherence is provided through the alignment of course learning outcomes, assessment planning and graduate profile described in the [Appendix](#) of this document.

2.3 Whakatakotoranga | Structure

This Programme is structured to achieve the qualification outcomes. Its approaches to learning, teaching and assessment are embedded in components (courses) which are designed to form a coherent programme that demonstrates progression and integration of learning and assessment throughout, to meet the strategic purpose statement, outcome statement, and the level and credit value of the qualification.

Ākonga undertake a range of courses at level 5, 6 & 7 to a total of 480 credits as described in the tables below:

Table 1: Credit Requirements for Te Ata Māhina Bachelor of Social Work

Level	Compulsory Credits	Elective Credits	Total Credits
5	120		120
6	120		120
7	225		225
5, 6 or 7		15	15
			480

Table 2: Te Ata Māhina Bachelor of Social Work - course details

Course No	Course Name	Credits	Requisites
Level #			
SW5001	Te Ao Māori & Social Work Practice 1	15	
SW5002	Te Tiriti o Waitangi 1	15	
SW5003	Nō Wai Au, Nō Whea Koe – Exploring Identity	15	
SW5004	Whānau & Family 1	15	
SW5005	Social Work Practice 1	15	
SW5006	Understanding Wellbeing 1	15	
SW5007	Aotearoa New Zealand	15	
SW5008	Talanoa Pasifika	15	
Total Compulsory Credits Level #		120 credits	
Level #			
SW6001	Te Ao Māori & Social Work Practice 2	15	
SW6002	Te Tiriti o Waitangi 2	15	
SW6003	Law and Ethical Decision Making	15	
SW6004	Whānau & Family 2	15	
SW6005	Social Work Practice 2	15	
SW6006	Understanding Wellbeing 2	15	
SW6007	Organisational Contexts	15	
SW6008	Professional Social Work Practice	15	
Total Compulsory Credits Level 6		120 credits	
Level #			
SW7001	Practice Placement 1	45	
SW7002	Whānau and Family 3	15	
SW7003	Social Work Practice 3	15	
SW7004	Understanding Wellbeing 3	15	
SW7005	Working with Communities	15	
SW7006	Understanding Research 1	15	
SW7007	Social Justice and Social Policy	15	
SW7008	Working with Diversity	15	
SW7009	Understanding Research 2	15	
SW7010	Practice Placement 2	45	
SW7011	Te Tiriti-based Practice	15	
Total Compulsory Credits Level #		225 credits	
Elective			
One elective at Level 5, 6 or 7		15	
TOTAL CREDITS		480 credits	

2.4 Akoranga | Courses

Courses in this programme have been designed using a constructive alignment approach with clear links between the graduate profile outcomes of the qualification, the course learning outcomes and the range of learning activities and assessment.

Course learning outcomes in this programme:

- are consistent with the programme aims;
- demonstrate how ākonga will achieve the graduate profile;
- are clear and specified for each component of the programme;

- are measurable and achievable;
- are integrated to provide a balanced and logical programme;
- are presented in a logical, progressive way that demonstrates ākongā' development of knowledge, skills, and attitudes.

Course summaries provide an overview of the content and structure of each course in the programme. Learning and teaching activities and assessment undertaken in each learning centre will employ a range of elements drawn from approved methods described in this document to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

This approach is informed by Te Pūkenga [Charter](#) and aligns with our approach to being responsive to and to meeting the needs of the regions of New Zealand and their ākongā, industries, employers, and communities by operating in a manner that ensures its regional representatives are empowered to make decisions about delivery that are informed by local relationships and to make decisions that meet the needs of their communities.

Course summaries are located in the [Appendix](#) of this document.

Alignment of course learning outcomes, assessment planning and graduate profile is described in the [Appendix](#) of this document.

3. Te Kawenga o te Hōtaka | Programme Delivery

This section addresses Programme Approval Criterion 3 by describing how the delivery methods are adequate and appropriate, given the stated learning outcomes for the programme.

Information in this section demonstrates:

- the appropriateness of the programme’s delivery modes;
- the appropriateness of the programme’s delivery methods; and
- how academic integrity will be maintained through delivery.

It is important delivery methods do not place ākonga, kaiako, or the public at risk. The programme must identify any potential risks; and demonstrate how they will be addressed. Delivery methods also need to include consideration of cultural safety and ethical practice.

3.1 Te Tūhono Kawenga Hōtaka | Unified Programme Delivery

Unified programme delivery and assessment design is focussed on enabling Te Pūkenga **Charter** as defined in the Education and Training Act 2020 which requires the following **functions** that affect programme delivery:

“To meet the needs of regions throughout New Zealand, Te Pūkenga must...

- *offer in each region a mix of education and training, **including on-the-job, face-to-face, and distance delivery** that is accessible to the ākonga of that region and meets **the needs of its ākonga, industries, and communities**; and*
- *operate in a manner that ensures its regional representatives are **empowered to make decisions about delivery** and operations that are informed by local relationships and to **make decisions that meet the needs of their communities**; and*
- *ensure that there is **collaboration across its national network**; and*

Te Pūkenga must operate in a way that allows it to...

- *use the insights gained through partnerships to:*
 - *align education and training delivery to support the **unique social and economic goals of local communities**; and*
 - *work towards **equity for ākonga and staff of different genders, ethnicities, cultures, and abilities***
- *hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the **unique types of support different ākonga need to succeed**; and*
- *meet the needs of all of its ākonga, **in particular those who are under-served by the education system**, including (without limitation) Māori, Pacific, and disabled ākonga; and*
- *promote **equitable access to learning opportunities** for ākonga across all regions; and*
- *have **culturally responsive delivery approaches**, whether on campus, in the workplace, online, or otherwise.*

To meet the above Te Pūkenga must ensure that...

- *students and employers can **transition seamlessly between delivery sites and educational modes**, including between workplaces and other forms and places of learning; and*
- *programmes of study and qualifications are **portable and consistent, yet flexible enough to meet local needs**; and*
- *the range of education and training options available to ākonga and employers is **appropriately broad and current**; and*

- **learning pathways provide ākonga with a range of opportunities to progress to higher levels of education and training, and also into employment; and**
- **the needs of adult and second-chance ākonga are afforded high priority.”**

“Te Pūkenga has the following **functions**...

- **be responsive to and to meet the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by utilising our national network of tertiary education programmes and activities**

The development of unified programmes allows Te Pūkenga to not only align curriculum, but to also develop and apply a unified approach to national networked delivery of those programmes that deliver on Te Pūkenga priorities and desired outcomes.

3.1.1 Delivery design attributes

Central to delivering the above is a shared belief in the value of pooling delivery resources, and the potential of information and communication technologies to facilitate this. This belief is based on the educational desirability of using delivery modes and strategies that model and promote the very qualities to be valued in graduates. These include abilities to use information and communication technologies, collaborate with remote work teams, connect with professional communities, and maintain ongoing professional development regardless of time and place constraints.

In order to meet the above each unified programme is designed with the following key attributes:

- **Flexible modes and multiple methods of delivery are enabled (or able to be enabled with minor updates in the future)**
- **Programme delivery is tailored to regional needs and able to be contextualised for multiple groups of ākonga with regional representatives empowered to make decisions about delivery that are informed by local relationships and that meet the needs of their communities**
- **Programme content is reflective and responsive to regional/local needs**

This approach is informed by Te Pūkenga **Charter** and aligns with our approach to being responsive to and to meeting the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by operating in a manner that ensures its regional representatives are empowered to make decisions about delivery that are informed by local relationships and to make decisions that meet the needs of their communities.

Unified development recognises and values an approach to collaborative and networked delivery that facilitates and enables the **functions** of Te Pūkenga as described in the Act. Unified delivery approaches will support this by providing:

- **equivalency** between graduate outcomes at all levels
- **shared best practice** for programme and course **delivery**
- discipline networks **supporting ākonga, kaiako, and employers**
- learner enrolment **transferability between learning locations**
- opportunities to **study while still employed** and contributing to industry
- **national approaches** for engagement with professional bodies
- uniform quality education using the **most appropriate resources**
- viable and sustainable **learner communities**

3.1.2 Delivery approaches for transition programmes

Programmes that have been transitioned to a single unified programme have been developed based on existing approved programme offerings that have been developed and/or informed by

regional/local needs. Programme content and delivery is contextualised to, and provides relevant pathways, to meet the needs of those local communities.

This approach is consistent with the requirements of Te Pūkenga [Charter](#) to

- operate in a manner that ensures its **regional representatives are empowered to make decisions about delivery** and operations that are **informed by local relationships and to make decisions that meet the needs of their communities.**

Delivery of this programme across the network will align with the collaborative intent as expressed in this document.

3.1.3 Delivery approaches for transformation programmes

Programmes that have been transformed

Programme content and delivery is contextualised to, and provides relevant pathways, to the needs of

This approach is consistent with the requirements of Te Pūkenga [Charter](#) to

- *use the insights gained through partnerships to:*
 - *align education and training delivery to support the **unique social and economic goals of local communities**; and*
 - *work towards **equity for ākonga and staff of different genders, ethnicities, cultures, and abilities***
- *hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the **unique types of support different ākonga need to succeed**; and*
- *meet the needs of all of its ākonga, **in particular those who are under-served by the education system**, including (without limitation) Māori, Pacific, and disabled ākonga; and*
- *promote **equitable access to learning opportunities** for ākonga across all regions; and*
- *have **culturally responsive delivery approaches**, whether on campus, in the workplace, online, or otherwise.*

Delivery of this programme across the network will align with the collaborative intent as expressed in this document.

Delivery of this programme across the network will align with the collaborative intent as expressed in this document.

3.2 Ngā Momo Kawenga | Delivery Modes

An individual learner's programme can be made up of one or more modes. This will enable ākonga to access learning opportunities in a way that works best for them and supports them to move seamlessly between different ways of learning⁶.

The modes noted below are based on guidance from the [Tertiary Education Commission](#) (TEC) and recognise the different cost structures involved in delivery.

The modes of delivery have been designed as part of the Unified Funding System (UFS) to:

- recognise broad differences in costs across modes and subject areas and will be used to determine the funding rate for providers
- support the quality, relevance and growth of work-based learning
- meet learner, employer and community needs

⁶ <https://www.tec.govt.nz/rove/a-unified-funding-system-2/modes-of-delivery/>

- be simple and transparent.

The following provides general guidance based on [TEC - Modes of Delivery](#) that applies to multiple modes.

3.2.1 Modes of delivery high-level descriptions

Mode	Description
Provider-based	Ākonga study mainly in a campus setting with supported self-directed learning. Providers are responsible for ākonga' health and wellbeing support.
Provider-based: extramural	Ākonga study mainly away from a campus setting but not in the workplace. Ākonga undertake supported self-directed learning and the provider is responsible for the ākonga' health and wellbeing support.
Work-based	Ākonga study mainly in the workplace with supported self-directed learning. Ākonga are supported in their training by both the provider and employer. Providers are responsible for ākonga' health and wellbeing support but this may be provided in conjunction with the employer.
Work-based: pathway to work	Ākonga have completed some study in the provider-based mode. Providers assist ākonga to find jobs with training agreements and support them to establish their learning in the workplace. All other work-based responsibilities are the same as the work-based mode. This rate will be limited to the transition period between study and work.
Assessment and verification	Ākonga receive training in the workplace. The employer has created or purchased a programme of study leading to a qualification and delivers this. Providers work with employers to match the programme to the New Zealand Qualifications Framework. Providers are responsible for the quality of assessment of the programme.

3.3 Te Huarahi o te Kawenga | Delivery Methods

This programme uses a range of learning and teaching methods, which support ākonga' development towards Graduate Profile Outcomes. The range of strategies adopted facilitate implementation of, and support for the emerging Te Pūkenga Ako Framework (Learning and Teaching Framework) and Whiria Te Pūkenga (Mātauranga Māori Framework) as described in Part B: [Programme Accreditation](#).

Each of the below may be offered in **physical**, **virtual** and/or **simulated** approaches. These include:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Case-studies/Scenario-based learning • Collaborative learning • Flipped classroom | <ul style="list-style-type: none"> • Laboratory sessions/Practical learning • Noho marae • Online learning • Project-based/Activity-based learning |
|---|--|

<ul style="list-style-type: none"> • Engagement with technical and professional standards • Group critiques • Guest speakers/Industry professionals • HyFlex models • Individual learning and career planning • Interactive lectures/Large-group teaching • Investigative/Field trips • Kanohi ki te kanohi and other culturally responsive options 	<ul style="list-style-type: none"> • Research project • Role play • Self-directed learning mahi-ā-ipurangi • Studio/Workshop • Team/Peer-based learning • Tuākana – Teina • Tutorials/Small-group learning • Wānanga • Work-integrated learning
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Detailed descriptions of each of the above are available on request.

3.3.1 Practice Placement

Ākonga are required to undertake a minimum of 120 days of practice across the degree under the supervision of a registered social worker.

Practical learning provides ākonga the chance to apply learning to practice in a supported environment. Work-integrated learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace.

During practicum ākonga will develop their Te Tiriti-based social work practice with the supervision of a Registered Social Worker. Kaiako will monitor progress and ensure learning support is in place. Practicum will be supported through learning plans and goals, formative assessment and feedback, learning conversations and observations of ākonga practice. Teaching content will be developed in response to learner needs to provide them with the knowledge and skills for work-based learning

3.4 Te Mana Akoranga | Academic Integrity

Academic integrity relates to meeting moral or ethical principles in educational settings. Commitment to these academic principles creates a foundation for successful personal and professional participation and enables citizens to contribute to the broader community, work, and society.

Te Pūkenga is committed to the highest standards of integrity, respect, and professional conduct. This commitment informs every aspect of our working life, from respectful interactions with colleagues to integrity in all our academic and professional endeavours. We hold our ākonga to the same high standards, and we are committed to providing the policies and resources necessary to support their success as both ākonga and citizens.

Academic Integrity policy and procedure form part of [Te Kawa Maiorooro | Academic Regulatory Framework](#).

4. Te Whakaaetanga me te Uiuitanga | Programme Acceptability and Consultation

This section addresses Programme Approval Criterion 4 by presenting the acceptability of the programme and consultation. There is a written summary of the consultation undertaken, the views expressed, and consideration of the views. The consultation and summary must cover the acceptability of the programme to relevant communities and other key stakeholders (*including any relevant academic, employer, industry, professional and other bodies*).

4.1 He Whakarāpōpoto o te Uiui | Consultation

Currently underway

5. Waeture ā-Hōtaka | Programme Regulations

This section addresses Programme Approval Criterion 5 by demonstrating that the institution has clear, relevant, and appropriate regulations that specify requirements for:

- admission
- credit recognition and transfer⁷
- recognition of prior learning⁸
- programme length and structure
- integration of practical and work-based components
- assessment procedures, including authenticity of learner work
- normal progression within the programme

Programme Regulations are the legally binding contractual obligations of staff and enrolled ākonga. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).

In cases where collaborative arrangements are in place, externally prescribed regulations may apply.

The following Programme Regulations are to be read in conjunction with [Te Kawa Maiooro](#) | [Academic Regulatory Framework](#).

5.1 Whakatapoko | Admission

To be eligible for admission to this programme, all applicants must meet three admission requirements:

- Requirements for either General, Special, or Discretionary admission
- Any additional Programme specific requirements
- Language Literacy requirements

General Admission	<p>To be admitted to this programme all applicants must be at least 16 years of age on the date the programme starts, and meet one of the following requirements:</p> <p>i. University Entrance:</p> <ol style="list-style-type: none">1. NCEA Level 32. Three subjects at level 3, made up of:<ul style="list-style-type: none">• 14 credits in each of three approved subjects3. Literacy - 10 credits at Level 2 or above, made up of:<ul style="list-style-type: none">• 5 credits in reading• 5 credits in writing4. Numeracy - 10 credits at Level 1 or above, made up of:<ul style="list-style-type: none">• achievement standards - specified achievement standards available through a range of subjects, or• unit standards - package of three numeracy unit standards (26623, 26626, 26627- all three required). <p>Or</p> <p>ii. Satisfied the criteria for entrance to a New Zealand University with an equivalent to the above from another secondary qualification.</p>
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⁷ Regulations demonstrate how the provisions and procedures for the awarding credit recognition and transfer will be applied to the programme.

⁸ Regulations demonstrate how the provisions and procedures for the awarding of recognition of prior learning will be applied to the programme.

	<p><i>Or</i></p> <p>iii. Successful completion of an approved qualification at Level 4 or above with a relevant pathway.</p> <p>UE 2020 & 2021 Applicants who achieved University Entrance through NCEA in 2020 and 2021 will be assessed under separate NZQA entry requirements that considers the impacts of COVID-19. See the following information pages: NZQA Covid-19 UE 2020 NZQA Covid 19 UE 2021</p>
Special Admission	<p>Applicants must have:</p> <ul style="list-style-type: none"> • attained the age of 20 years on or before the first day of the semester in which study for the programme is to commence; and • provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification. • provided evidence of achievement of the equivalent of University Entrance Literacy and Numeracy requirements within the last five years. <p>Applicants who cannot provide sufficient evidence may be required to successfully complete a foundation, bridging or tertiary introductory programme as a condition of entry to the BSW.</p>
Discretionary Admission	<p>Applicants under the age of 20 who do not meet the general admission requirements on or before the first day the programme is to commence may apply for discretionary admission. In assessing whether to grant discretionary admission, the primary focus will be on the applicant's level of preparedness for study at the required level.</p> <p>Applicants must demonstrate a minimum academic achievement of a minimum of NCEA Level 2 (80 credits at NCEA Level 2 of which 40 credits must be at merit or excellence) and which includes:</p> <ul style="list-style-type: none"> - a minimum of 12 credits from social studies or health subjects, and - a minimum of 10 literacy credits in English or Te Reo Māori at Level 2 or above (5 credits in reading and 5 credits in writing) - a minimum of 10 numeracy credits at Level 1 or above <p>An interview to determine this may be undertaken with a focus on attributes noted in 5.2 Selection Criteria below</p> <p>Applicants who cannot provide sufficient evidence may be required to successfully complete a foundation, bridging or tertiary introductory programme as a condition of entry to the BSW.</p>
Programme Specific Requirements	<p>In order to ensure that an applicant is able to fully participate in the programme, including the practice placements, the following programme specific requirements must be met in addition to academic admission requirements.</p> <p><i>Prior to enrolment (at the time of application)</i> Applicants must provide:</p> <ul style="list-style-type: none"> • Evidence of health and abilities that align with achieving social work scope of practice in the programme including: • current evidence of immunisation status as required by Te Puna Whai Ora Ministry of Health and health organisations offering clinical placements • declaration regarding physical and mental health status from a GP or Practice Nurse including any medical condition(s), if any, that may prevent full participation in the programme and/or prevent registration with a regulatory authority (as applicable) • Personal declaration of any learning disabilities or challenges that might affect

	<p>participation in the programme</p> <ul style="list-style-type: none"> • Evidence of computer literacy through the achievement of a level 3 computer course or equivalent • Two confidential references from people who are able to affirm that the applicant is of good character and reputation (these should be from persons in positions of trust such as: an employer, Teacher, Pastor, Kaumatua or Kuia) • A declaration of all existing or pending criminal convictions • Consent to undergo a process of Safety Checking to ensure fitness to participate in the programme (required under the Children’s Regulations 2015) <p>These will include but are not limited to:</p> <ul style="list-style-type: none"> ○ A Police Vet Check ○ A Risk Assessment <p>Persons who are convicted of ‘specified offences’ under the act will not be accepted onto any programme that requires that person to work in an organisation providing a regulated service</p> <ul style="list-style-type: none"> • Consent to the information gathered as part of the above ‘Safety Check’ to be shared with a host organisation for the purposes of a practicum placement. <p>Any gaps in the information provided by the candidate for any of the above may be followed up with a formal interview and/or further referee checks. Any unsatisfactory result arising from any of the above may result in the candidate being precluded/declined entry to the programme of study.</p> <p><i>Note: A prior conviction may not necessarily exclude an applicant from admission. In the case of a prior conviction, a discussion will be held with the applicant regarding the Social Workers Registration Board (SWRB) requirements for application to gain registration as a Social Worker.</i></p> <p>During the programme (after commencement of study) Learners are required to:</p> <ul style="list-style-type: none"> • Hold a current full drivers licence (NZ licence or acceptable international equivalent, subject to exemption on grounds of disability) prior to commencing Social Work Practice Placement in Year Three; and • Declare any pending or new convictions arising during any stage throughout the entire enrolment period of the programme. A conviction or failure to declare a conviction may result in the learner being immediately withdrawn from the programme.
<p>Language Literacy Admission Requirements</p>	<p>All applicants must provide evidence that they have the necessary language literacy proficiency required for the Programme as demonstrated by the equivalence of:</p> <ul style="list-style-type: none"> • 10 NCEA literacy credits at Level 2 or above, made up of: <ul style="list-style-type: none"> - 5 credits in reading - 5 credits in writing <p>Applicants who are unable to provide evidence of the above may be required to demonstrate capability using an approved proficiency test or an equivalent described in NZQA Rules.</p> <p>International applicants must provide evidence that they have the necessary English language proficiency required for the Programme as demonstrated by an IELTS score of 6.0 (academic) with no individual band lower than 5.5 from one test taken in the preceding two years, or an equivalent described in NZQA Rules and on Te Delivery Site English Language Requirements for International Ākongā Web-page.</p>

5.2 Paearu Kōwhiri | Selection Criteria

Te Pūkenga employs equity focussed provisions when assessing applicants for **Te Ata Māhina Bachelor of Social Work**. Equity provisions includes prioritising those applicants representing Tangata Whenua and other cultures or communities who are over represented in social service

clientele but underrepresented in the profession (for example: people with disability, Pacific peoples, migrant and refugee background, LGBTQIA+ communities, and other minority groups).

When assessing applications, the following selection criteria will be applied:

- meet equity provisions;
- relevant life and work experience in the social service industry;
- evidence of maturity, motivation and resilience;
- evidence of vulnerability awareness;
- interpersonal understanding;
- open and non-judgmental attitudes;
- self-confidence;
- analytical ability;
- conceptual thinking;
- academic skills at tertiary level;
- task orientated.

Applicants who meet the maximum number of listed criteria will be the preferred candidates.

When the number of eligible applicants for admission exceeds the number of places available at a specific location (campus or learning hub) or in a specific delivery mode, applicants will be given the opportunity to choose an alternative within the Te Pūkenga network.

5.3 Tūtukitanga Whakamihi | Credit Recognition

Credit Recognition includes credit transfer, cross credits, recognition of prior experiential learning, recognition of current competency, and assessment of prior learning. Each of these terms relates to previous qualifications and relevant experience.

Cross Credit	Applicants may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme. The credit recognition may be: <ul style="list-style-type: none"> • specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; <i>or</i> • unspecified, where the previous study has taken place in a programme with a similar philosophy but there is no exact match in the programme’s courses.
Recognition of Prior Learning (RPL)	Recognition of Prior Learning is available for all courses in this programme. <ul style="list-style-type: none"> • Applicants will be given the opportunity to provide valid, reliable, authentic, and verifiable evidence of current skills and knowledge they have already acquired, which is relevant to and at the level of the qualification they seek to achieve. • Assessment may be undertaken in Te Reo Māori. Assessment of a Māori-centred portfolio of works and completed through the lens of mātauranga Māori will be undertaken by a Māori assessor. RPL decisions will be made on a case-by-case basis using the process for assessment set out in the Procedures.

5.4 Tohu o te Hōtaka | Award of the Programme

Credit Accumulation	To be awarded <i>Te Ata Māhina Bachelor of Social Work</i> ākonga must successfully complete a minimum of 480 credits in the pattern set out in Table 1 from the courses set out in Table 2. <p style="text-align: center;">Table 1: Credit Requirements for Te Ata Māhina Bachelor of Social Work</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #4F7942; color: white;">Level</th> <th style="background-color: #4F7942; color: white;">Compulsory Credits</th> <th style="background-color: #4F7942; color: white;">Elective Credits</th> <th style="background-color: #4F7942; color: white;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">120</td> <td></td> <td style="text-align: center;">120</td> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">120</td> <td></td> <td style="text-align: center;">120</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">225</td> <td></td> <td style="text-align: center;">225</td> </tr> </tbody> </table>	Level	Compulsory Credits	Elective Credits	Total	5	120		120	6	120		120	7	225		225
Level	Compulsory Credits	Elective Credits	Total														
5	120		120														
6	120		120														
7	225		225														

5, 6, or 7		15	15
			480

Progression through the Programme
The courses to be taken at each year of *Te Ata Māhina Bachelor of Social Work* will be specified in the Study Plan. Any variation to the sequence specified in the plan must be approved by the relevant academic authority.

Where there is sufficient concern about ākonga academic or professional competence, or ethical conduct, to proceed to the next level of study on the programme, the relevant academic authority may require the ākonga to attend an interview to develop a plan to address issues of concern.

3.1.2 Ethics and Conduct
Te Ata Māhina Bachelor of Social Work is compliant with the Social Workers Registration Board Code of Conduct and the Aotearoa New Zealand Association of Social Workers Code of Ethics. To be awarded this qualification ākonga academic and personal conduct must remain consistent with the SWRB Code of Conduct at all times. Any breach of ethical behaviour or the code of conduct may result in suspension or exclusion from the programme under the following conditions:
circumstances approved by the relevant academic authority.

- Ākonga whose conduct, following due process of investigation, is found to be in breach of Te Pūkenga Disciplinary Framework and/or the Social Workers Registration Board Code of Conduct, or has been subject to investigation or prosecution for a criminal offence while engaged in the programme may be suspended or excluded from enrolment in the Programme, and shall not be permitted to re-enrol in the programme without the prior permission of the relevant Academic Authority.

Table 2: Te Ata Māhina Bachelor of Social Work course details

Compulsory courses are shown in **bold** and Elective courses in *italics*.

Course No	Course Name	Credits	Pre- requisites	Co-requisites	Restrictions
Level 5					
SW5001	Te Ao Māori & Social Work Practice 1	15			
SW5002	Te Tiriti o Waitangi 1	15			
<i>SW5003</i>	<i>Nō Wai Au, Nō Whea Koe – Exploring Identity</i>	<i>15</i>			
SW5004	Whānau & Family 1	15			
SW5005	Social Work Practice 1	15			
SW5006	Understanding Wellbeing 1	15			
SW5007	Aotearoa New Zealand	15			
SW5008	Talanoa Pasifika	15			
Level 6					
SW6001	Te Ao Māori & Social Work Practice 2	15			
SW6002	Te Tiriti o Waitangi 2	15			
SW6003	Law and Ethical Decision Making	15			
SW6004	Whānau & Family 2	15			
SW6005	Social Work Practice 2	15			
SW6006	Understanding Wellbeing 2	15			
SW6007	Organisational Contexts	15			
SW6008	Professional Social Work Practice	15			
Level 7					

SW7001	Practice Placement 1	45			
SW7002	Whānau and Family 3	15			
SW7003	Social Work Practice 3	15			
SW7004	Understanding Wellbeing 3	15			
SW7005	Working with Communities	15			
SW7006	Understanding Research 1	15			
SW7007	Social Justice and Social Policy	15			
SW7008	Working with Diversity	15			
SW7009	Understanding Research 2	15			
SW7010	Practice Placement 2	45			
SW7011	Te Tiriti-based Practice	15			
And an approved elective course at level 5, 6 or 7					
Elective Course		15			

Programme Completion	<p>The normal time to complete this programme is 4 year (full-time study) or 8 years (part-time study).</p> <p>Ākonga who are prevented by circumstances beyond their control from completing the programme requirements within the maximum time to complete, the relevant academic authority may approve a suspension of enrolment for an agreed period of time.</p> <p>The maximum period to complete this Programme is 10 years.</p>
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5.4.1 Mahi Waehanga Pāhekoheko | Integrated and Work-based components

Integrating work-based learning acknowledges that learning arises through engagement in work, where learning outcomes are achieved through activities that are based on, or derived from, the context of work or the workplace.

Field education is an essential part of the qualification which provides the practical and experiential learning of social work in 'real world' situations. Fieldwork is undertaken in a range of courses in the programme.

Ākonga must undertake a minimum of 120 days of practice placement across the degree supervised by a registered social worker.

5.5 Waeture Aromatawai | Assessment Regulations

Assessment and Grades	<p>Assessment in this programme is achievement based. Learners' may be awarded grades described in Tables 3 & 4 below.</p> <p>Table 3: Achievement based 11-point assessment system</p> <p>Course grades will be determined by the mathematical aggregation of weighted assessment marks and reported according to the following scales.</p> <table border="1"> <thead> <tr> <th>Result</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+ (90-100)</td> <td>Achieved with Distinction</td> </tr> <tr> <td>A (85-89)</td> <td>Achieved with Distinction</td> </tr> <tr> <td>A- (80-84)</td> <td>Achieved with Distinction</td> </tr> <tr> <td>B+ (75-79)</td> <td>Achieved with Merit</td> </tr> <tr> <td>B (70-74)</td> <td>Achieved with Merit</td> </tr> <tr> <td>B- (65-69)</td> <td>Achieved with Merit</td> </tr> <tr> <td>C+ (60-64)</td> <td>Achieved</td> </tr> <tr> <td>C (55-59)</td> <td>Achieved</td> </tr> <tr> <td>C- (50-54)</td> <td>Achieved</td> </tr> </tbody> </table>	Result	Description	A+ (90-100)	Achieved with Distinction	A (85-89)	Achieved with Distinction	A- (80-84)	Achieved with Distinction	B+ (75-79)	Achieved with Merit	B (70-74)	Achieved with Merit	B- (65-69)	Achieved with Merit	C+ (60-64)	Achieved	C (55-59)	Achieved	C- (50-54)	Achieved
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B- (65-69)	Achieved with Merit																				
C+ (60-64)	Achieved																				
C (55-59)	Achieved																				
C- (50-54)	Achieved																				

D (40-49)	Not Achieved
E (Below 40)	Not Achieved
OR/AND	
Table 3 (a, b or c) Competency based 2-point ungraded assessment system	
Course grades will be determined according to the following criteria. Participants must achieve all of the outcomes in order to pass competency-based assessment.	
Result	Description
A	Achieved The learner has demonstrated competency
NA	Not Achieved The learner has not yet demonstrated competency
Table 4: Administrative Grades	
Result	Description
Cross Credit (CC)	Course credit awarded by cross credit
Did not Complete (DNC)	Learner did not complete the course requirements
Withdrawn (WD)	Formal withdrawal within the no academic penalty period
Aegrotat (AEG)	Achievement awarded following consideration of impaired performance / aegrotat application. If a grade is able to be determined AEG (Grade) is recorded
Restricted Pass (RP)*	Where a course was narrowly not achieved (45-49%) and is compensated by overall good performance in the relevant subject. RP cannot be used to meet pre-requisite requirements
Conceded Pass (Con)*	Where there is considerable evidence that marginal non-achievement (45-49%) in one course is compensated by good overall performance. Only one conceded pass may be granted to a learner towards a particular qualification
Conditional Pass (CP)*	Where a course was narrowly not achieved (45-49%) and an agreed portion of work or assessment is to be completed
Advanced Standing (AS)	Where the learner is granted a block of credit following assessment of prior learning

5.5.1 Ngā Tukanga Aromatawai | Assessment Procedures

Course Assessment	Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessments are compulsory unless otherwise approved and noted in course information.
Assessment in Te reo Māori	All ākonga have the right to submit any summative assessment task in Te reo Māori as outlined in Procedures.
Submission and late submission of work	Submission dates for all summative assessment work will be notified at the commencement of each course. <ul style="list-style-type: none"> Any written assessment that is submitted late (and does not have a prior approved extension) may be penalised by a deduction of marks or may result in a fail grade.

	<ul style="list-style-type: none"> • Ākonga with good cause may request a change to an assessment date or time, as set out in Procedures. Practical assessments cannot usually be delayed except under exceptional circumstances. • There is no provision for late submission/extension of a controlled assessment/examination.
Resubmission or Reassessment	<p>A learner may be granted permission to undertake:</p> <ul style="list-style-type: none"> • a resubmission/reassessment for a failed assessment item within a course; or • a reassessment for a failed course if they gained a mark of 45% or more in that course. <p>Any resubmission or reassessment is undertaken according to the following general requirements:</p> <ul style="list-style-type: none"> • permission is granted by the relevant academic authority; • any approved resubmission/reassessment will be carried out within a specified time period; • the maximum grade for any resubmission/reassessment of an assessment is the lowest pass grade; • written assessments that are handed in late are not eligible for resubmission or reassessment.
Affected Performance	<p>Where ākonga performance in an assessment is negatively affected by a circumstance or situation which the learner could not have reasonably prevented, the ākonga may apply for affected performance consideration according to Procedures.</p>

5.6 Whakawhitinga | Transitions

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Summary transition details for each subsidiary are available in the [Appendix](#) of this document.

6. Aromatawai me te Whakataurite | Assessment and Moderation

This section addresses Programme Approval Criterion 6 by presenting evidence that assessment methodology is fair, valid, consistent and appropriate, given the stated learning outcomes, and there is an effective system for moderation of assessment materials and decisions.

This section includes an explanation of:

- the programme’s assessment rationale;
- what the programme places value on;
- how standards of achievement will be maintained.

6.1 Te Tūhono Kawenga Hōtaka | Unified Programme Delivery

Unified programme delivery, including assessment and moderation design, is focussed on honouring Te Pūkenga **Charter** as defined in the Education and Training Act 2020 which requires the following **functions** that affect programme design:

“To meet the needs of regions throughout New Zealand, Te Pūkenga must...

- *offer in each region a mix of education and training, **including on-the-job, face-to-face, and distance delivery** that is accessible to the ākonga of that region and meets **the needs of its ākonga, industries, and communities**; and*
- *operate in a manner that ensures its regional representatives are **empowered to make decisions about delivery** and operations that are informed by local relationships and to **make decisions that meet the needs of their communities**; and*
- *ensure that there is **collaboration across its national network**; and*

Te Pūkenga must operate in a way that allows it to...

- *use the insights gained through partnerships to:*
 - *align education and training delivery to support the **unique social and economic goals of local communities**; and*
 - *work towards **equity for ākonga and staff of different genders, ethnicities, cultures, and abilities***
- *hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the **unique types of support different ākonga need to succeed**; and*
- *meet the needs of all of its ākonga, **in particular those who are under-served by the education system**, including (without limitation) Māori, Pacific, and disabled ākonga; and*
- *promote **equitable access to learning opportunities** for ākonga across all regions; and*
- *have **culturally responsive delivery approaches**, whether on campus, in the workplace, online, or otherwise.*

To meet the above Te Pūkenga must ensure that...

- *students and employers can **transition seamlessly between delivery sites and educational modes**, including between workplaces and other forms and places of learning; and*
- *programmes of study and qualifications are **portable and consistent, yet flexible enough to meet local needs**; and*
- *the range of education and training options available to ākonga and employers is **appropriately broad and current**; and*
- ***learning pathways provide ākonga with a range of opportunities** to progress to higher levels of education and training, and also into employment; and*
- *the **needs of adult and second-chance ākonga** are afforded high priority.”*

“Te Pūkenga has the following **functions**...

- *be responsive to and to meet the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by utilising our **national network of tertiary education programmes and activities***

The development of unified programmes allows Te Pūkenga to not only align curriculum, but to also develop and apply a unified approach to national networked delivery of those programmes that deliver on Te Pūkenga priorities and desired outcomes.

6.1.1 Design attributes

Central to delivering the above is a shared belief in the value of pooling delivery resources, and the potential of information and communication technologies to facilitate this. This belief is based on the educational desirability of using delivery modes and strategies that model and promote the very qualities to be valued in graduates. These include abilities to use information and communication technologies, collaborate with remote work teams, connect with professional communities, and maintain ongoing professional development regardless of time and place constraints.

In order to meet the above each unified programme is designed with the following key attributes:

- ***Flexible modes and multiple methods of delivery are enabled (or able to be enabled with minor updates in the future)***
- ***Programme delivery is tailored to regional needs and able to be contextualised for multiple groups of ākonga with regional representatives empowered to make decisions about delivery that are informed by local relationships and that meet the needs of their communities***
- ***Programme content is reflective and responsive to regional/local needs***

This approach is informed by Te Pūkenga **Charter** and aligns with our approach to being responsive to and to meeting the needs of the regions of New Zealand and their ākonga, industries, employers, and communities by operating in a manner that ensures its regional representatives are empowered to make decisions about delivery that are informed by local relationships and to make decisions that meet the needs of their communities.

Unified development recognises and values an approach to collaborative and networked delivery that facilitates and enables the **functions** of Te Pūkenga as described in the Act. Unified delivery approaches will support this by providing:

- ***equivalency** between graduate outcomes at all levels*
- ***shared best practice** for programme and course **delivery***
- discipline networks ***supporting ākonga, kaiako, and employers***
- learner enrolment ***transferability between learning locations***
- opportunities to ***study while still employed*** and contributing to industry
- ***national approaches** for engagement with professional bodies*
- uniform quality education using the ***most appropriate resources***
- viable and sustainable ***learner communities***

6.1.2 Assessment approaches for transition programmes

Programmes that have been transitioned to a single unified programme have been developed based on existing approved programme offerings that have been developed and/or informed by regional/local needs. Programme content and delivery is contextualised to, and provides relevant pathways, to meet the needs of those local communities.

This approach is consistent with the requirements of Te Pūkenga **Charter** to:

- operate in a manner that ensures its **regional representatives are empowered to make decisions about delivery** and operations that are **informed by local relationships and to make decisions that meet the needs of their communities**.

Assessment in this programme across the network will align with the collaborative intent as expressed in this document.

6.1.3 Assessment approaches for transformation programmes

Programmes that have been transformed

Programme content is contextualised to...

This approach is consistent with the requirements of Te Pūkenga **Charter** to:

- *use the insights gained through partnerships to:*
 - *align education and training delivery to support the **unique social and economic goals of local communities**; and*
 - *work towards **equity for ākonga and staff of different genders, ethnicities, cultures, and abilities***
- *hold inclusivity and equity as core principles, recognising and valuing the diversity of all of its ākonga, and providing the **unique types of support different ākonga need to succeed**; and*
- *meet the needs of all of its ākonga, **in particular those who are under-served by the education system**, including (without limitation) Māori, Pacific, and disabled ākonga; and*
- *promote **equitable access to learning opportunities** for ākonga across all regions; and*
- *have **culturally responsive delivery approaches**, whether on campus, in the workplace, online, or otherwise.*

Assessment in this programme across the network will align with the collaborative intent as expressed in this document.

6.2 Aromatawai | Assessment

Assessment is a structured process of gathering evidence and making judgements on ākonga performance in relation to predetermined criteria and is integral to learning and teaching. Assessment should provide evidence of the achievement of learning outcomes and contribute to the development of competencies identified in Graduate Profile Outcomes.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives;
- assess ākonga capabilities in a fair, valid, and reliable manner;
- stimulate and enhance learning;
- provide ākonga with feedback regarding their own learning for and developmental purposes; and
- evaluate ākonga achievement and the demonstration of specified learning outcomes.

Te Pūkenga has a commitment to supporting ākonga to achieve to their full potential through quality assessment, which should:

Foster ākonga learning

Ākonga should be able to easily identify what is expected of them from the learning outcomes and the alignment between these and the assessment activities. This allows ākonga to identify the purpose of the course and develop self-efficacy in achieving the outcomes. Feedback on achievement provides an essential contribution to improving success.

Assess ākonga achievement and quality of learning and teaching

Assessment provides a method of determining to what standard ākonga have achieved the identified outcomes. It also provides an indication as to the quality of the learning and teaching therefore assessment provides useful information to ākonga and kaiako.

Provide evidence of programme quality

Assessment results serve as a measure of the institute's success and ability to meet professional accreditation requirements. Comprehensive and effective assessment can indicate that relevant knowledge, skills, and competencies are being gained, providing assurance that ākonga are achieving.

6.2.1 Principles of Assessment⁹

Key principles that underpin assessment:

Validity	Assessment should be valid and fit for purpose. This ensures that assessment is aimed at the right level and addresses the learning outcomes and graduate profile. A valid assessment is an assessment that measures what it intends to assess.
Authenticity	Assessment should be relevant and reflect the conditions that ākonga might experience in the real world. Assessment activities should engage ākonga and contribute to the development of interest, skills, knowledge and competencies in a way that caters for diversity and cultural differences.
Reliability	Assessment should consistently and accurately measure ākonga performance. Differing kaiako or moderators should come to the same conclusions when marking the assessment.
Fairness and Inclusivity	Varied assessment should provide all ākonga with an equitable opportunity to demonstrate their learning. No discrimination or bias should be applied. Assessment needs to be accessible to all ākonga, non-discriminatory, and be culturally responsive and appropriate.
Manageability	Assessment should be reasonable and practicable in time and resources for both ākonga and kaiako; they should be straightforward and not interfere with learning. Assessment should be planned within a course and across a programme to ensure a balanced workload.
Transparency	Each assessment should clearly set out the expectations of ākonga. Detailed explanation of the learning outcomes being assessed, weightings, task, criteria, and achievement standards should be included along with the use of exemplars where possible.
Sustainability	Assessment should be designed in a way that meets the needs of the present along with preparing ākonga to meet their own future learning needs. Sustainable assessment considers the contribution the assessment makes to the learning beyond the timeframe of the course.

⁹ Boud, D., & Soler, R. (2016). Sustainable assessment revisited. *Assessment & Evaluation in Higher Education*, 41(3), 400-413. <https://doi.org/10.1080/02602938.2015.1018133>

6.2.2 Assessment basis

Assessment in this programme is standards based employing criterion and grading scales as detailed in Programme Regulations (see Section 5 - [Programme Regulations](#)).

6.3 Ngā Huarahi Aromatawai | Assessment Methods

This programme uses a range of assessment methods, which support ākonga to provide evidence of their learning achievement and their development towards achievement of Graduate Profile Outcomes.

There are three main types of assessment:

- **Diagnostic** is preliminary assessment to find out where ākonga are starting from. It may be used to inform learning and teaching plans and to provide differentiated teaching to meet learner needs.
- **Formative** is assessment that is embedded in the learning and teaching process and provides informal and formal feedback to the kaiako and ākonga on progress towards a learning outcome. It can also provide information to inform the next steps in teaching and learning.
- **Summative** is assessment that provides evidence that an ākonga has or has not achieved a learning outcome. Summative assessment tasks may occur upon the completion of a topic or module and may also be used formatively for further learning.

Assessment is designed to ensure that the context of learning and teaching is considered to ensure the assessment is valid. It is designed to ensure that ākonga will be provided with opportunities to express themselves in a variety of forms and in ways that are appropriate to the learning and teaching experiences. Assessment is designed to take the form most appropriate and valid for the ākonga, learning and teaching and includes formats that are oral, written, visual, and practice based.

6.3.1 Assessment Portfolio

Assessment in this programme is generally collated into **Assessment Portfolios** which are designed to give ākonga the opportunity to demonstrate development of, and reflection on, course-specific knowledge, skills, and learning achievements. Typically, an assessment Portfolio will employ a range of elements drawn from appropriate assessment activities to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

This approach is informed by Te Pūkenga [Charter](#) and aligns with our approach to being responsive to and to **meeting the needs of the regions of New Zealand** and their ākonga, industries, employers, and communities by operating in a manner that ensures its regional representatives are **empowered to make decisions about delivery** that are informed by local relationships and to make decisions that meet the needs of their communities.

In portfolio assessment, ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass the course.

Assessment Portfolio	<p>An assessment portfolio is used for accountability and provides evidence of what ākonga have learnt or mastered. There may be multiple activities within the portfolio, with individual weightings and due dates, which will align with, and measure, the learning outcomes.</p> <p>Where an assessment requires invigilation, it may still be included in the portfolio once the assessment is completed.</p> <p>The portfolio can provide a record of all assessment completed within a course.</p>
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Learning or Process Portfolio	<p>Learning portfolios provide a running record of the development of knowledge, skills, and competencies. They capture evidence and artifacts along the learning journey, often including reflections on strengths and challenges.</p> <p>Learning portfolios may include evidence of successes and failures, but their goal is to demonstrate progress.</p>
Showcase or Presentation Portfolio	<p>Showcase portfolios are often called professional portfolios or career portfolios. They are usually created after learning has taken place and include an element of reflection.</p> <p>Showcase portfolios are used to demonstrate achievement to an audience and ākonga make choices about what they include in it.</p>

Portfolios may align with one of the types mentioned above or may take a hybrid approach combining showcase, learning, and/or assessment portfolios. Evidence within any portfolio may include photos, videos, reflections, essays, presentations, marking rubrics (if skills are assessed via observation), voice recordings, attestations, interviews, reports etc. The evidence selected to be included in a portfolio must be authentic and relevant.

Assessment activities approved for this programme may be used as diagnostic, formative and/or summative tools. Each method identified may be utilised to assess theory and/or practical applications. Activities in this programme include:

<ul style="list-style-type: none"> • Assignments • Case-studies • Examinations • Exhibition presentations • Group/Collaborative assessments • Learning portfolio • Practical demonstrations 	<ul style="list-style-type: none"> • Presentations • Projects • Research projects • Tests/Quizzes • Visual development records • Written reports; summaries; contextual documents • Work-based/Work-integrated assessment
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Detailed descriptions of each of the above are available on request.

6.3.2 Assessment of Practice Placement

Work-based learning features in this programme, and assessment is designed to verify outcomes gained in a practical environment that is outside of a classroom. After practicum ākonga conduct a self-assessment of the development of practice knowledge, skills, and attributes which contribute to their developing Te Tiriti-based social work practice.

6.3.3 Feedback

Ākonga are provided with fair and regular feedback on progress and fair reporting on final achievements in accordance with [Te Kawa Maiororo | Academic Regulatory Framework](#).. Kaiako contributing to the programme strive to provide constructive feedback in a timely fashion. Typically, such feedback is provided in writing with ākonga individual assessment submissions. However, common errors or themes may be discussed in class forum or presented using other media for discussion and reflection.

6.3.4 Course workload

Kaiako are responsible for ensuring ākonga workload is fair and equitable. This may take the form of spreading assessment evenly across the time allocated for the delivery of all courses that ākonga are enrolled in at a learning location, or may be agreed with ākonga and employers in work-based learning, or with ākonga learning in asynchronous learning environments.

To ensure ākonga can plan and prepare appropriately, they are provided with information about the assessment requirements for each individual course at the start of the course. This information explicitly identifies agreed due dates for assessment events, as well as supporting details (for example, assessment schedules). In addition, ākonga may be provided with an overall or larger assessment ‘map’ that illustrates the timing of assessment events across courses in a given time frame if they are enrolled in multiple courses at the same time.

6.4 Aromatawai i Te Reo Māori | Assessment in Te Reo Māori

Ākonga have the right to submit any summative assessment task in Te reo Māori. The process for submission of summative assessment work in Te reo Māori is governed by of [Te Kawa Maiooro](#) | [Academic Regulatory Framework](#) and described in [Programme Regulations](#).

6.5 Te Whakataurite Aromatawai | Moderation of Assessment

A networked moderation system will ensure the maintenance of a national standard for programme assessment.

All assessments in this programme will be pre- and post-moderated for the first delivery of each course. Thereafter moderation will occur according to an annual moderation plan.

National moderation will be carried out as specified in an agreed national moderation plan. This will include post-assessment moderation as well as ensuring the assessments are appropriate for the level, and the relevant learning and graduate profile outcomes. The key components of the national moderation system are:

Type	Pre-assessment moderation	Post-assessment moderation
Local	All new assessments and significant changes to assessments will be pre-assessment peer-moderated to ensure the assessment is clear, accurate and appropriate for the level and the outcomes assessed.	Course assessments are post-assessment moderated according to an annual plan. The purpose of this type of moderation is to check the consistency of the assessors’ marking decisions and to recommend any changes to the assessment that may improve validity, authenticity, consistency, and ease of understanding.
National	National moderation will be carried out as specified in the national moderation plan which will include post-assessment moderation as well as ensuring the assessments are appropriate for the level and the relevant learning outcomes and graduate profile outcomes. The primary objective of national moderation processes is to ensure that consistent assessment judgements are made at the national standard.	

Further detail about the specific plans for this programme can be found in Part B: [Moderation of Assessment](#) and in a draft Moderation Plan located in the [Appendix](#) of this document.

7. Aromatawai-kiritahi, Aromātai me te Arotake | Self-assessment, Evaluation and Review

This section addresses Programme Approval Criterion 7 by providing information about how the institution assesses the currency and content of the programme; has adequate and effective processes for the on-going review of the programme, taking account of the results of any review of the qualification; has adequate and effective processes for monitoring the quality of outcomes for ākonga and other stakeholders, and for reviewing programme regulation and content; and updates the programme accordingly.

7.1 Kawa Whakahaere Kounga ā Hōtaka | Programme Academic Quality Management

This programme will be located in an assigned Ako Network that will be responsible for maintaining ongoing programme and academic quality management systems and processes. The network will also be responsible for maintaining the capacity to support sustained delivery of the programme at the range of delivery sites, and in the range of delivery modes.

7.2 Aromātai me te Arotake | Evaluation and Review

All Te Pūkenga programmes are subject to ongoing evaluation of individual courses as well as the programme as a whole. Evaluation involves a range of programme stakeholders including ākonga, appropriate external professions and organisations, and members of the academic community.

The NZQA Evaluative Quality Assurance Framework applies to courses and programmes delivered by Te Pūkenga. Thus, all programmes (and courses) delivered that lead to qualifications on the NZQF are approved and accredited by NZQA. All courses undergo on-going self-assessment and review as part of Te Pūkenga quality assurance framework. Self-assessment evidence includes employer and ākonga feedback. Te Pūkenga is held accountable to their ākonga, employers, funding bodies, quality assurance body and other interested parties through internal and external evaluation which include the following key processes:

- Ākonga generated course evaluation
- Kaiako generated course evaluation
- Annual Programme Evaluation reporting
- Degree monitoring
- Consistency review
- Programme review
- Audits and reviews by standard-setting bodies
- Stakeholder engagement and feedback
- Industry/Employer advisory engagement

Further detail for the above is provided in Part B: [Evaluation and Review](#) of this document.

7.3 Ngā Panonihanga ā-Hōtaka | Programme Changes

Programme changes and improvements may result from the above evaluation and review or changes in the industry or sector. Approval for any change follows NZQA process guidelines and is based on:

- stakeholder support for change
- considerations of the impact on:
 - ākonga and their whānau
 - Kaiako
 - delivery across the network

- relationships with other programmes
- broader Te Pūkenga practices
- responsibilities to external agencies

8. Rangahau | Research

This section addresses Programme Approval Criterion 8 which is required for degrees and post-graduate qualifications by providing information about how the links between research and the curriculum are clear, adequate, and effective.

This section demonstrates that teaching staff conduct research within their area of expertise and that this research advances knowledge and/or supports the continued development of the programme and its delivery. A clear link between staff research and the programme is demonstrated.

8.1 Ngā Rautaki Rangahau | Research Strategy

Te Pūkenga is developing a research strategy that is grounded in the strong history of research capability already demonstrated across the network. This legacy of research in the network refers to a wide variety of activities conducted by both kaiako and ākongā including the:

- generation of new knowledge;
- application of existing knowledge in novel or useful ways;
- integration of research into the learning and teaching of programmes; and
- the integration of knowledge through inter-disciplinary work.

Research activity may be undertaken as:

- researcher-driven academic research;
- research funded by external stakeholders in the form of grants or projects;
- postgraduate or undergraduate learner research projects; and
- other research where the outcome is either quality assured publication, performance, or exhibition.

8.2 Rangahau ā-Kaiako | Kaiako Research

Kaiako teaching on this programme conduct research to an appropriate level within their area of experience that advances knowledge and understanding and supports their function.

The quantity and quality of kaiako research outputs are monitored, and the collective output is consistent with the development and maintenance of an on-going research culture in support of the programme.

Organisational systems and facilities provide appropriate support to staff involved in research, including access to an appropriate ethics committee.

Kaiako areas of research capability and interest for those who teach on this programme are recorded in the [Appendix](#) of this document. Research outputs are reported annually through an annual Research Report.

Appendices

Appendix 1: Qualification Details

Details of this qualification are located in Section 1 of this document.

Appendix 2: Learning Outcomes and Assessment mapped to Graduate Profile Outcomes

Level 5 Year 1 Learning Outcomes:	Rangatiratanga Self Determination	Kawenga Tiriti Te Tiriti-Based Practice	Māramatanga Ao Māori Te Ao Māori Understanding	Working with Tangata Moana in Aotearoa New Zealand	Kanorau Diversity	Manatika Social Justice	Ngaiotanga Professionalism	Puna Whakaata Identity	Whanaungatanga Relationships	Tikanga Process
	GPO1	GPO2	GPO3	GPO4	GPO5	GPO6	GPO7	GPO8	GPO9	GPO10
SW5001 Te Ao Māori & Social Work Practice 1										
1. Ka mōhio i ngā āhuatanga o te ao Māori kia tū māhaki te tangata.	✓		✓					✓		
2. Ka mōhio i ngā takepū, uara hoki, kia tū māia te tangata.	✓	✓	✓							
3. Ka mōhio i ngā tikanga Māori kia tū tika te tangata.	✓		✓							
SW5002 Te Tiriti o Waitangi 1										
1. Discuss the historical context of Te Tiriti o Waitangi.	✓	✓	✓							
2. Reflect on own position in relation to te Tiriti o Waitangi.		✓	✓					✓		
SW5003 Nō Wai Au, Nō Whea Koe – Exploring Identity										
1. Explore identity from a social and cultural perspective.	✓						✓	✓		
2. Identify own key values and beliefs and their potential impact on others in the social work context.	✓						✓	✓		
3. Reflect on personal strengths and development relevant to social work.	✓						✓			
SW5004 Whānau & Family 1										
1. Examine the diversity of structure and function of whānau and families.					✓		✓		✓	
SW5005 Social Work Practice 1										
1. Define social work practice and describe its development in a local and global context.						✓			✓	✓
2. Explain the principles underpinning social work practice.									✓	✓
3. Discuss the social work process and its function.									✓	✓
4. Demonstrate engagement skills to support the social work process.									✓	✓
SW5006 Understanding Wellbeing 1										
1. Describe the concepts of human/lifespan development in the social work context.							✓	✓		
2. Explore indigenous models of wellbeing in Aotearoa New Zealand.			✓				✓	✓		
3. Discuss the relationship between wellbeing and social justice in Aotearoa New Zealand.						✓	✓	✓		
SW5007 Aotearoa New Zealand										
1. Discuss sociological theories and concepts relevant to the study of the settler colonial society of Aotearoa New Zealand.					✓	✓				
SW5008 Talanoa Pasifika										
1. Discuss Pasifika constructions of fanau (family, culture and community).				✓	✓					
2. Explain ways in which Pacific communities in Aotearoa New Zealand experience social change.				✓		✓				
3. Discuss the historic and contemporary Pacific theories, models, and approaches to social work practice and their intersection with western theories, models, and approaches.				✓					✓	

SW6001 Te Ao Māori & Social Work Practice 2									
1.	Ka mātau i ngā āhuatanga o te ao Māori kia tū tika te whare tapawhā.	✓		✓					
2.	Ka mātau i ngā takepū, uara hoki kia tū tika te whare tapawhā	✓		✓					
3.	Ka mātau i ngā tikanga Māori kia tū tika te whare tapawhā.	✓		✓					
SW6002 Te Tiriti o Waitangi 2									
1.	Explain the contemporary context of Te Tiriti o Waitangi		✓				✓		
2.	Reflect on obligations to Te Tiriti o Waitangi in social work practice		✓	✓					
SW6003 Law and Ethical Decision Making									
1.	Analyse ethical issues in social work practice				✓			✓	✓
2.	Assess the practice implications of legislation						✓	✓	
3.	Apply ethical and legal decision-making to a social work practice situation							✓	✓
SW6004 Whānau & Family 2									
1.	Examine external influences on whānau and family					✓			✓
2.	Evaluate strategies which support transformation for whānau and families.					✓			✓
3.	Describe the role of social work with whānau and families				✓	✓			✓
SW6005 Social Work Practice 2									
1.	Apply theory, models, and approaches in an Aotearoa New Zealand social work context			✓	✓				✓
2.	Demonstrate assessment and intervention skills to support the principles and process of social work.	✓							✓
SW6006 Understanding Wellbeing 2									
1.	Identify factors that shape wellbeing in Aotearoa New Zealand			✓	✓	✓		✓	
2.	Compare approaches to promoting wellbeing in Aotearoa New Zealand.			✓	✓	✓		✓	
SW6007 Organisational Contexts									
1.	Examine organisational theory and concepts to study organisational dynamics				✓			✓	✓
2.	Evaluate the partnership policies and practices of organisations in Aotearoa				✓			✓	✓
3.	Analyse the impact of social work organisations on agency staff and service users					✓		✓	
SW6008 Professional Social Work Practice									
1.	Examine accountability and professional supports within social work practice.							✓	✓
2.	Discuss collaborative social work practice within teams and organisations.							✓	✓
3.	Reflect on the integration of personal and professional self.							✓	✓
SW7001 Practice Placement 1									
1.	Analyse own professional identity and development in preparation for practice							✓	✓
2.	Demonstrate a developing Te Tiriti-based social work practice		✓					✓	✓
SW7002 Whānau and Family 3									
1.	Critically examine theory, approaches, and frameworks for working with whānau and families			✓	✓				✓
2.	Plan strategies to respond to the lived experience of whānau and families					✓			✓
3.	Apply professional practice skills for working with whānau and families across the lifespan					✓			✓
SW7003 Social Work Practice 3									
1.	Apply evidence informed social work interventions to complex situations							✓	✓
2.	Evaluate theory and models for culturally responsive social work practice in Aotearoa New Zealand							✓	✓
SW7004 Understanding Wellbeing 3									
1.	Evaluate the effectiveness of systems of support for disability, mental wellness and older people							✓	✓

2.	Propose strategies to challenge and reframe ideologies of disability or mental wellness or older people.	✓					✓	✓			
3.	Analyse strategies for working with abuse in disability or mental wellness or older people in the social work context							✓			✓
SW7005 Working with Communities											
1.	Critically discuss community development theories, concepts, values, and practices in Aotearoa New Zealand	✓			✓		✓			✓	
2.	Recommend approaches to tautoko strengths and skills of community groups				✓		✓			✓	
3.	Critically evaluate strategies and plans for community groups to take collective action						✓			✓	
SW7006 Understanding Research 1											
1.	Define approaches to inquiry and their role in social work practice			✓				✓			✓
2.	Explain the processes of social work inquiry.			✓				✓			✓
SW7007 Social Justice and Social Policy											
1.	Critically analyse a contemporary social policy in Aotearoa New Zealand	✓					✓				
2.	Design a plan to influence policy change			✓			✓				
SW7008 Working with Diversity											
1.	Critically analyse how oppression and privilege impact social groups in national and global contexts					✓	✓				
2.	Critically evaluate strategies to confront privilege and challenge oppression					✓	✓				
SW7009 Understanding Research 2											
1.	Critically analyse information to inform rangahau and research processes			✓	✓			✓			✓
2.	Engage in practice-informed low risk rangahau or research at a beginning practitioner level			✓	✓			✓			✓
SW7010 Practice Placement 2											
3.	Demonstrate integration of knowledge and skills in Te Tiriti-based social work practice			✓				✓		✓	✓
4.	Critically reflect on professional development in preparation to enter the social work profession							✓		✓	✓
SW7011 Te Tiriti-based Practice											
1.	Articulate own Te Tiriti o Waitangi practice framework	✓	✓	✓					✓		
2.	Analyse own responsibilities, obligations and accountability to Te Tiriti o Waitangi in social work practice	✓	✓	✓							✓

The courses noted above are compulsory core courses only. Elective courses are not included in this mapping. Elective courses contribute to learner achievement of a range of Graduate Profile Outcomes.

Appendix 3: Akoranga | Courses

The following Course Summaries provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.

Level 5 Courses

TE AO MĀORI & SOCIAL WORK PRACTICE 1					
Course code:	SW5001	Level:	5	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:			150
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to build foundational knowledge of te ao Māori including identity, principles and values, whānau, hapū, iwi, kawa, tikanga and reo rangatira.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/
Professional Standards**

1.	Ka mōhio i ngā āhuatanga o te ao Māori kia tū māhaki te tangata.	GPO 1, 3, 8 SWRB 1
2.	Ka mōhio i ngā takepū, uara hoki, kia tū māia te tangata.	GPO 1, 2, 3 SWRB 1
3.	Ka mōhio i ngā tikanga Māori kia tū tika te tangata.	GPO 1, 3 SWRB 1

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Te orokohanga o te ao Ngā atua Māori / connections to te taiao Whakapapa and whakaheke Māori identity narratives Pepeha – connection, identity Waka, whenua
LO2	<ul style="list-style-type: none"> Mauri - the whakapapa of mauri and how it relates to practice, relationships, connections Servitude leadership to exemplar humility and inform a values and principle-based practice
LO3	<ul style="list-style-type: none"> Whānau, hapū and iwi concepts and contexts to understand whānau whānui, whāngai, mātua rautia, papakāinga and marae collectivisms. Appropriate kawa, tikanga (ā-hapū, ā-iwi) and reo rangatira (ā-hapū, ā-iwi) in a relevant context (whānau home, marae, or office etc) Te Reo Rangatira (in context)

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai/Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

TE TIRITI O WAITANGI

Course code:	SW5002	Level:	5	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Requisites:					
Other programmes:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge, skills, and attributes to explore Te Tiriti o Waitangi.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/
Professional Standards**

1.	Discuss the historical context of Te Tiriti o Waitangi.	GPO 1, 2, 3 SWRB 1
2.	Reflect on own position in relation to te Tiriti o Waitangi.	GPO 2, 3, 8 SWRB 1

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> • Historical context and shifts pre and early 1800's • He Whakaputanga • Imperialism <ul style="list-style-type: none"> ○ Doctrine of discovery • Rangatira and the Crown • Te Tiriti o Waitangi and The Treaty of Waitangi history • Te Tiriti and treaty signatories • Contextual differences
LO2	<ul style="list-style-type: none"> • Te Tiriti o Waitangi positioning in Aotearoa New Zealand as a country and a society • Colonisation: politics, power and perception • Spheres of influence: place, process and people • Personal positioning in relation to Te Tiriti o Waitangi

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement	100%	1, 2

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.		
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako / Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

NŌ WAI AU, NŌ WHEA KOE – EXPLORING IDENTITY

Course code:	SW5003	Level:	5	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge, skills, and attributes to explore own identity, values, and beliefs in a social work context.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Explore identity from a social and cultural perspective.	GPO 1, 7, 8 SWRB 2, 3
2.	Identify own key values and beliefs and their potential impact on others in the social work context.	GPO 1, 7, 8 SWRB 2, 3
3.	Reflect on personal strengths and development relevant to social work.	GPO 1, 7 SWRB 2, 3

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Nō wai au? Self-identity: assigned and ascribed Upbringing Culture Worldview: tangata whenua, mana whenua, tangata pasifika, tangata whai muri, tauivi The politics of privilege
LO2	<ul style="list-style-type: none"> Local and global social work values Personal values, beliefs and biases Person-in-environment Power in self and the collective
LO3	<ul style="list-style-type: none"> Professional identity Attributes of social workers Wellbeing Reflection

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

WHĀNAU & FAMILY 1

Course code:	SW5004	Level:	5	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge and skills relevant to the diversity and structure of whānau and families.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Examine the diversity of structure and function of whānau and families.	GPO 5,7,9 SWRB 3, 8
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Ngā Tūtohu o te Kiko | Indicative Content

- | | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Whakapapa and the social construction of whānau, family, childhood and youth • Historic and contemporary understandings of whānau, family, childhood and youth: the challenge of definition • Power and status within and across whānau and families • Refugee and migrant families • Talanoa/Pacific families • Diversity within and across whānau and families • Roles & responsibilities within whānau and families <ul style="list-style-type: none"> ○ expectations and dynamics • Unique family histories and circumstances • Whānau and family stages and transitions • Understanding of self in the context of whānau and family |
|-----|---|

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	1

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

SOCIAL WORK PRACTICE 1

Course code:	SW5005	Level:	5	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge, skills, and attributes relevant to the theory and processes of social work practice.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/
Professional Standards**

1.	Define social work practice and describe its development in a local and global context.	GPO 6, 9, 10 SWRB 6
2.	Explain the principles underpinning social work practice.	GPO 9, 10 SWRB 6
3.	Discuss the social work process and its function.	GPO 9, 10 SWRB 6
4.	Demonstrate engagement skills to support the social work process.	GPO 9, 10 SWRB 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Aotearoa and international definitions of social work Whakapapa and history of social work Māori experience of social work in Aotearoa Introduction to the Code of Ethics, Code of Conduct & professional standards.
LO2	<ul style="list-style-type: none"> Core values and principles of social work practice Indigenous and Reflective practice
LO3	<ul style="list-style-type: none"> Broad overview of the social work process: engagement, assessment intervention & evaluation
LO4	<ul style="list-style-type: none"> Relationship-based practice Skills of engagement

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes

<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

UNDERSTANDING WELLBEING 1

Course code:	SW5006	Level:	5	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes relevant to human/lifespan development that supports wellbeing.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Describe the concepts of human/lifespan development in the social work context.	GPO 7, 8 SWRB 5, 6
2.	Explore indigenous models of wellbeing in Aotearoa New Zealand.	GPO 3, 7, 8 SWRB 5, 6
3.	Discuss the relationship between wellbeing and social justice in Aotearoa New Zealand.	GPO 6, 7, 8 SWRB 5, 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Introduction to human/lifespan development
LO2	<ul style="list-style-type: none"> Introduction to Māori and Pacific understandings of well-being
LO3	<ul style="list-style-type: none"> Physical challenges and the social and societal barriers to access Environmental and social factors related to wellbeing Disparities, equity and equality in the context of wellbeing

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Aotearoa New Zealand Society

Course code:	SW5007	Level:	5	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge, skills, and attributes to think sociologically about life and practices in the settler colonial society of Aotearoa New Zealand.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Discuss sociological theories and concepts relevant to the study of the settler colonial society of Aotearoa New Zealand.	GPO 5,6 SWRB 3, 4
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Ngā Tūtohu o te Kiko | Indicative Content

- LO1
- Thinking sociologically
 - Globalization and anti-globalization
 - Social division and inequalities: redistribution and recognition
 - Urbanisation and population dynamics
 - Industry, work and capitalism
 - Transgression and moral panics
 - Identity and intersectionality
 - Colonialism, neo-colonialism and racism
 - Gender, social reproduction and feminism
 - Families and whānau
 - Religion and secularisation
 - Education, power and privilege
 - Refugees and migration
 - The age of the Anthropocene: Humans, nature and the risk society

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.		
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako / Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

TALANOA PASIFIKA

Course code:	SW5009	Level:	5	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to explore the development of Pacific communities in Aotearoa New Zealand to inform practice with Pacific Peoples.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Discuss Pasifika constructions of fanau (family, culture and community).	GPO 4, 5 SWRB 3
2.	Explain ways in which Pacific communities in Aotearoa New Zealand experience social change.	GPO 4, 6 SWRB 5
3.	Discuss the historic and contemporary Pacific theories, models, and approaches to social work practice and their intersection with western theories, models, and approaches.	GPO 4, 9 SWRB 6

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Fanau, fonua and fa'a Pasifika The concept of vā Hierarchy of power within the family Negotiating culture, identity and place
LO2	<ul style="list-style-type: none"> Cultural perspectives and Pasifika communities in Aotearoa Pasifika youth Global and local influences Generational differences Divergences and convergences Talanoa Pasifika Migration Pasifika social justice (Pacific Panthers Movement) Functions and power
LO3	<ul style="list-style-type: none"> Pasifika discourses on the location and dislocation of culture Cultural, political, economic and social practices Pacific social work theory and practice Politics of safe practice.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Level 6 Courses

TE AO MĀORI & SOCIAL WORK PRACTICE 2

Course code:	SW6001	Level:	6	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to explore te whare tapawhā within te ao Māori.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/
Professional Standards**

1.	Ka mātau i ngā āhuatanga o te ao Māori kia tū tika te whare tapawhā.	GPO 1, 3 SWRB 1
2.	Ka mātau i ngā takepū, uara hoki kia tū tika te whare tapawhā.	GPO 1, 3 SWRB 1
3.	Ka mātau i ngā tikanga Māori kia tū tika te whare tapawhā.	GPO 1, 3 SWRB 1

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Toi tu te kupu, toi tu te mana, toi tu te whenua Uara – Mana Moemoeā - Mātauranga kaupapa - Whare tapa whā o te tangata (wahānau, wairua, hinengaro, tinana)
LO2	<ul style="list-style-type: none"> kaupapa - Whare tapa whā o te tangata (wahānau, wairua, hinengaro, tinana) Values and principles that support te whare tapa whā o te tangata (manaakitanga, kaitiakitanga, āta, aroha tētahi ki tētahi etc)
LO3	<ul style="list-style-type: none"> Practices that support te whare tapawhā o te tangata (karakia, whakawātea, whakanoa, waiata, nohopuku etc) Kawa, tikanga (ā-hapū, ā-iwi) and reo Māori (ā-hapū, ā-iwi) that support te whare tapawhā o te tangata kaupapa - Whare tapa whā o te tangata (wahānau, wairua, hinengaro, tinana) Values and principles that support te whare tapa whā o te tangata (manaakitanga, kaitiakitanga, āta, aroha tētahi ki tētahi etc)

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

TE TIRITI O WAITANGI 2

Course code:	SW6002	Level:	6	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to consider Te Tiriti o Waitangi in a social work context.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Explain the contemporary context of Te Tiriti o Waitangi.	GPO 2, 6 SWRB 1
2.	Reflect on obligations to Te Tiriti o Waitangi in social work practice.	GPO 2, 3 SWRB 1

Ngā Tūtohu o te Kiko | Indicative Content

-
- LO1
- Relevance of Te Tiriti o Waitangi: historical & contemporary contexts of law / legislation - key legislative violations and impacts upon Tangata Whenua (au, whānau, hapū and iwi) and the signatories of Te Tiriti o Waitangi.
 - Historical and intergenerational trauma
 - Pursuits of Resistance - Reclamation - (Re) Affirmation (Kiingitanga, Wahine, Ngā Tamatoa, Hīkoi, WARAG)
 - Puao-te ata-tu (1986) - Tools of colonisation
 - Constitutional transformation
 - Waitangi Tribunal - Te Whānau o Waipereira vs Social welfare - (Wai414 – Waitangi Tribunal)
-
- LO2
- Principles of Te Tiriti o Waitangi
 - Contemporary and localised challenges
 - Te Tiriti o Waitangi underpinning social work
 - Waitangi Tribunal & claims
 - United Nations Declaration on the Rights of Indigenous People
 - Rangatiratanga & Mana Motuhake
 - Te Tiriti frameworks of practice
 - The application of Te Tiriti o Waitangi in organisations
 - Te Tiriti Tokenism
-

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

LAW & ETHICAL DECISION-MAKING

Course code:	SW6003	Level:	6	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to analyse and apply professional ethics and relevant legislation.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Analyse ethical issues in social work practice.	GPO 4,7,10 SWRB 9
2.	Assess the practice implications of legislation.	GPO 6, 7 SWRB 9
3.	Apply ethical and legal decision-making to a social work practice situation.	GPO 7, 10 SWRB 9

Ngā Tūtohu o te Kiko | Indicative Content

-
- LO1
- Māori ethical frameworks and values
 - Pasifika ethical frameworks and values
 - Ethical challenges in social work
 - Principle-based approaches to social work ethics
 - Professional ethics and how these guide and inform practice.
 - Character and relationship-based approaches to social work ethics
 - Ethical problems and dilemmas in practice
 - Contradictions between different ethical frameworks (social work, individual, whānau)
-
- LO2
- The legal framework:
 - Law making
 - Māori customary law/lore
 - The court system
 - The practice implications of legislation. It may include:
 - Family law
 - Health and disability law
 - Criminal law
 - Immigration and refugees
 - Tenancy and housing
 - Benefits
-
- LO3
- Social workers' powers and duties
 - Citizens' rights
 - Advocacy skills
 - Social workers as advocates or oppressors
-

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai/Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

FAMILY & WHĀNAU 2

Course code:	SW6004	Level:	6	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge, skills, and attributes to understand the diversity of whānau and families in Aotearoa, and strategies that support transformation.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Examine external influences on whānau and family.	GPO 5,9,10 SWRB 5
2.	Evaluate strategies which support transformation for whānau and families.	GPO 5,9,10 SWRB 5
3.	Describe the role of social work with whānau and families.	GPO 4, 5,9,10 SWRB 5

Ngā Tūtohu o te Kiko | Indicative Content

- | | |
|-----|--|
| LO1 | <ul style="list-style-type: none"> Political influences on whānau and families (e.g. neoliberal, social investment) Economic, social and cultural influences on whānau, families, youth and children Impact of colonisation on whānau rangatiratanga Legislative frameworks related to children, youth, whānau and families. |
| LO2 | <ul style="list-style-type: none"> Role and influence of the settler state on whānau and families Role and responsibility of the state for the well-being of whānau and families. |
| LO3 | <ul style="list-style-type: none"> Professional relationships with whānau Social and iwi services for whānau and families Social services for Pacific families Work with kaumatua, kuia, rangatahi, mokopuna |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.		
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

SOCIAL WORK PRACTICE 2

Course code:	SW6005	Level:	6	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to apply social work theory and process.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Apply theory, approaches, and models in an Aotearoa New Zealand social work context.	GPO 3, 4, 9, 10 SWRB 6
2.	Demonstrate assessment and intervention skills to support the principles and process of social work.	GPO 1, 9, 10 SWRB 6

Ngā Tūtohu o te Kiko | Indicative Content

- LO1
- Theories, models and approaches relevant to practice
 - Specific Māori and Pasifika social work theory, approaches and models
 - Strengths and limitations of theories, models and approaches
 - The interrelationship between theory and practice
- LO2
- Social work practice skills
 - Group facilitation skills
 - Working with diverse communities
 - Assessing and responding to risk
 - Assessment and intervention skills
 - Applying concepts of confidentiality and privacy
 - Report writing and making referrals

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.		
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

UNDERSTANDING WELLBEING 2

Course code:	SW6006	Level:	6	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes relevant to understanding the factors that shape wellbeing in Aotearoa.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Identify factors that shape wellbeing in Aotearoa New Zealand.	GPO 3,4,5,8 SWRB 5
2.	Compare approaches to promoting wellbeing in Aotearoa New Zealand.	GPO 3,4,5,8 SWRB 5

Ngā Tūtohu o te Kiko | Indicative Content

- LO1
- Psychological understandings of wellbeing
 - Indigenous understandings of wellbeing
 - Systemic racism, biases and discourse of othering and blaming
 - Stigma of diversity and by association
 - Gender, sexual orientation, SES, age, predisposition of genetics.
 - Impact of colonisation on health and wellbeing
- LO2
- Impact around hauora, waiora vs health and medical approaches
 - Rongoā as an approach (Tohunga Suppression Act)
 - Psychological approaches to promoting wellbeing
 - Indigenous approaches to the promotion of wellbeing
 - Tangata whenua hauora/waiora
 - Western approaches to the promotion of wellbeing
 - Spiritual approaches to wellbeing
 - Pacific approaches to promoting wellbeing

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
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<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

ORGANISATIONAL CONTEXTS

Course code:	SW6007	Level:	6	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to explore theory and practice within organisations contexts.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Examine organisational theory and concepts to study organisational dynamics.	GPO 4,7,10 SWRB 7
2.	Evaluate the partnership policies and practices of organisations in Aotearoa.	GPO 4,7,9 SWRB 7
3.	Analyse the impact of social work organisations on agency staff and service users.	GPO 7 SWRB 5, 7

Ngā Tūtohu o te Kiko | Indicative Content

- LO1
- Theories of organisation
 - Organisational change and innovation
 - Leadership, management and governance
 - Kaupapa Māori organisations
 - Pasifika organisations

- LO2
- Organisations and Tiriti partnership
 - Iwi social service organisations
 - Pasifika people's services
 - Bicultural organisational practices
 - Service user participation

- LO3
- Managerialism and NPM
 - Neoliberalism
 - Diversity, bias and power in management
 - Workplace stress and bullying
 - Supervision policies
 - Performance management
 - Trade unions

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

PROFESSIONAL PRACTICE

Course code:	SW6008	Level:	6	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and competencies to situate self within collaborative social work practice.

Ngā Hua o te Ako | Learning Outcomes

*Graduate Outcomes/
Professional Standards*

At the successful completion of this course, learners will be able to:

1.	Examine accountability and professional supports within social work practice.	GPO 7,9,10 SWRB 7
2.	Discuss collaborative social work practice within teams and organisations.	GPO 7,9,10 SWRB 7
3.	Reflect on the integration of personal and professional self.	GPO 7,8, 9,10 SWRB 7

Ngā Tūtohu o te Kiko | Indicative Content

-
- LO1
- Professional accountability
 - Codes of ethics, codes of conduct and practice standards
 - Professional bodies
 - Ethical dilemmas
 - Dynamics of professional power, risk and safety
 - Form, functions, and processes of supervision
 - Models of supervision
 - Cultural supervision
 - Professional verbal, visual, and written communication skills
-
- LO2
- Impact of organisational culture and team dynamics on practice
 - Interdisciplinary, multidisciplinary, and collaborative practice
 - Interagency practice
-
- LO3
- Nō wai au, nō whea koe - connecting personal and professional identity
 - Indigenous and reflective practice
 - Personal health and wellbeing plans
 - Maintaining personal and professional wellbeing
-

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Level 7 Courses

PRACTICE PLACEMENT 1

Course code:	SW7001	Level:	7	Credits:	45
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		450	

Ākonga must undertake a minimum of 120 days of practice across the degree. This practice placement will be 60 days and will be supervised by a registered social worker.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop knowledge, skills, and attributes to prepare for social work practice and develop professional competences.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Analyse own professional identity and development in preparation for practice.	GPO 7, 8, 9 SWRB 10
2.	Demonstrate a developing Te Tiriti-based social work practice.	GPO 2, 7, 9 SWRB 1-10

Ngā Tūtohu o te Kiko | Indicative Content

- In preparation for practicum ākonga will participate in workshops to develop skills in interpersonal and interprofessional practice, effective use of supervision, documentation, and reflective practice.
- During practicum ākonga will develop their Te Tiriti-based social work practice with the supervision of a Registered Social Worker. Kaiako will monitor progress and ensure learning support is in place. Practicum will be supported through learning plans and goals, formative assessment and feedback, learning conversations and observations of ākonga practice. Teaching content will be developed in response to learner needs to provide them with the knowledge and skills for work-based learning.
- After practicum ākonga will conduct a self-assessment of the development of practice knowledge, skills, and attributes which contribute to their developing Te Tiriti-based social work practice.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
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<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

WHĀNAU AND FAMILY 3

Course code:	SW7002	Level:	7	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to work with whānau and families in Aotearoa New Zealand.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Critically examine theory, approaches, and frameworks for working with whānau and families.	GPO 3, 4, 9,10 SWRB 1
2.	Plan strategies to respond to the lived experience of whānau and families.	GPO 5,9,10 SWRB 1
3.	Apply professional practice skills for working with whānau and families across the lifespan.	GPO 5,9,10 SWRB 1

Ngā Tūtohu o te Kiko | Indicative Content

- | | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> • Kaupapa Māori approaches to practice with whānau and families • Theoretical approaches/models for working with whānau and families across the lifespan • Pacific approaches to practice with whānau and families • Youth development frameworks • Family violence and well-being frameworks • Whānau violence and well-being frameworks • Child well-being and protection frameworks • Risk assessment frameworks • Dynamics of Whanaungatanga • Whānau ora • Responsibility and contribution of the State to governing whānau and family |
| LO2 | <ul style="list-style-type: none"> • Cultural responsiveness across the lifespan • Whānau and family decision-making and conflict resolution • Assessing lived experience |
| LO3 | <ul style="list-style-type: none"> • Communication skills across the lifespan • Diverse realities and aspirations for whānau and families in Aotearoa New Zealand • Whānau and family, hapū and iwi responses to diverse realities |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

SOCIAL WORK PRACTICE 3

Course code:	SW7003	Level:	7	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes relevant to social work practice in complex and diverse situations

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Apply evidence informed social work interventions to complex situations.	GPO 7,9, 10 SWRB 6
2.	Evaluate theory and models for culturally responsive social work practice in Aotearoa New Zealand.	GPO 7,9 SWRB 6

Ngā Tūtohu o te Kiko | Indicative Content

- LO1
- Developing and evaluating evidence-informed interventions
 - Professional judgement and decision-making
 - Working alongside people in complex situations
 - Intersectionality
 - Crisis and disaster responses
 - Statutory and mandated practice
 - Closing professional relationships
 - Introduction to the principle of Rangatiratanga in social work practice
 - Application of research to practice
-
- LO2
- Critical analysis of social work theories and models
 - Critical analysis Indigenous social work theories
 - Culturally responsive social work practice
 - Reflexive application of social work theory, models, and approaches
 - Development of own practice framework / model of practice

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
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<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

UNDERSTANDING WELLBEING 3

Course code:	SW7004	Level:	7	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to work with disability, abuse, mental wellness and older people in the social work context.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Evaluate the effectiveness of systems of support for disability, mental wellness and older people.	GPO 6,7 SWRB 3
2.	Propose strategies to challenge and reframe ideologies of disability or mental wellness or older people.	GPO 1,6,7 SWRB 3
3.	Analyse strategies for working with abuse in disability or mental wellness or older people in the social work context.	GPO 7, 10 SWRB 3

Ngā Tūtohu o te Kiko | Indicative Content

- | | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> Government support systems, policies and legislation Kaupapa Māori responses and services Community support systems Family and other natural support systems Needs Assessment Service Coordination (NASC) |
| LO2 | <ul style="list-style-type: none"> Challenging ableism, ageism and discourses about mental wellness Reframing language and labelling Decolonising ideologies around disability, mental wellness and age |
| LO3 | <ul style="list-style-type: none"> Impact of family harm (physical, verbal, psychological, financial, sexual and self-harm) Strategies to respond to family harm |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes

<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

WORKING WITH COMMUNITIES

Course code:	SW7005	Level:	7	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to work with iwi, hapū and communities to achieve self-determination, equality and social justice.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

Graduate Outcomes/ Professional Standards

1.	Critically discuss community development theories, concepts, values, and practices in Aotearoa New Zealand.	GPO 1,4,6 SWRB 7
2.	Recommend approaches to tautoko strengths and skills of community groups.	GPO 4,6,9 SWRB 7
3.	Critically evaluate strategies and plans for community groups to take collective action.	GPO 6,9 SWRB 7

Ngā Tūtohu o te Kiko | Indicative Content

-
- LO1
- Defining community and community development
 - Histories of community development
 - Values for community development practice
 - Concepts of mana motuhake, tino rangatiratanga and self determination
 - Māori and iwi development
 - Development of Māori and iwi in political, economic, and social contexts.
 - Pacific community development
-
- LO2
- Community learning
 - Developing community leadership and infrastructure
 - Ensuring participatory planning
 - Māori approaches to community learning
 - Pacific approaches to community learning
 - Engaging with communities
 - Promoting diversity and inclusion
-
- LO3
- Organising for change
 - Theory of Change
 - Advocacy
 - Campaigning
 - Protesting
 - Community-led research and evaluation
-

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai/Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

UNDERSTANDING RESEARCH 1

Course code:	SW7006	Level:	7	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
A detailed breakdown of the learning hours for this course is located in delivery course documents					

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes relevant to the practice of social work inquiry.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Define approaches to inquiry and their role in social work practice.	GPO 2,10 SWRB 7
2.	Explain the processes of social work inquiry.	GPO 2,7,10 SWRB 7

Ngā Tūtohu o te Kiko | Indicative Content

- LO1
- Worldviews and ways of knowing
 - Rangahau Māori
 - Kaupapa Māori research
 - Indigenous research
 - Western research
 - Role of rangahau and research in social work practice
 - Evidence-informed practice and practice-informed evidence
 - Values and principles that underpin forms of inquiry
 - Rangahau vs research
- LO2
- Inquiry design and process
 - Rangahau and research methodologies and methods
 - Ethics and accountability

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.		
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

SOCIAL JUSTICE & SOCIAL POLICY

Course code:	SW7007	Level:	7	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

This course develops the knowledge, skills, and attributes required to analyse and evaluate social policy and influence their development.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Critically analyse a contemporary social policy in Aotearoa New Zealand.	GPO 1, 6 SWRB 4
2.	Design a plan to influence policy change.	GPO 2, 6 SWRB 4

Ngā Tūtohu o te Kiko | Indicative Content

- LO1
- Policy development and implementation
 - Political theories & ideologies
 - Political parties in Aotearoa
 - Key policy concepts
 - Policy making: actors, influences and processes
 - National and local government
 - Key social policy domains
 - Te Arawhiti –Māori /Crown Relations
 - Co-governance
 - Rangatiratanga
- LO2
- Social justice
 - Te Tiriti o Waitangi and constitutional change
 - Campaigning and lobbying
 - Theory of Change

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
<p>Portfolio of achievement</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.</p>	100%	All

Ākongā are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Working with Diversity

Course code:	SW7008	Level:	7	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
	A detailed breakdown of the learning hours for this course is located in delivery course documents				

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

This course develops the knowledge, skills, and attributes required to recognise, analyse, and confront the impacts of oppression and privilege in society.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Critically analyse how oppression and privilege impact social groups in national and global contexts.	GPO 5,6 SWRB 8
2.	Critically evaluate strategies to confront privilege and challenge oppression.	GPO 5,6 SWRB 8

Ngā Tūtohu o te Kiko | Indicative Content

- | | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> Historical and political perspectives on difference & diversity within Aotearoa New Zealand and across the Pacific Redistribution and recognition of power Kinds of difference and diversity in Aotearoa New Zealand Social class, social groups, and diversity Oppression: exploitation, marginalisation, powerlessness, cultural imperialism and violence Theoretical perspectives (e.g. intersectionality, critical theory, privilege theory, post-structural and postmodern theories, kaupapa Māori perspectives, Pacific perspectives) Personal, cultural and structural forms of oppression and privilege Social media, misinformation and disinformation Politics of diversity |
| LO2 | <ul style="list-style-type: none"> Anti-oppressive practice Rangatiratanga, resistance, reclamation, restoration Kaitiakitanga and Green social work Social inclusion Social movements and allyship Advocacy Consciousness-raising Personal, cultural and structural change |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai/Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

UNDERSTANDING RESEARCH 2

Course code:	SW7009	Level:	7	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to enable analysis of and engagement in rangahau and research.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Critically analyse information to inform rangahau and research processes.	GPO 2,3,7,10 SWRB 7
2.	Engage in practice-informed low risk rangahau or research at a beginning practitioner level.	GPO 2,3,7,10 SWRB 7

Ngā Tūtohu o te Kiko | Indicative Content

- | | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> Accountability and ethics in rangahau and research practices Diverse forms of information to inform a practice inquiry Rangahau and research credibility Data sovereignty, indigenous data sovereignty, Māori data sovereignty |
| LO2 | <ul style="list-style-type: none"> Application of inquiry in day-to-day social work practice Collaborative research Diverse approaches to rangahau or research Communication of process and findings of inquiry |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

PRACTICE PLACEMENT 2

Course code:	SW7010	Level:	7	Credits:	45
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	<i>Total learning hours:</i> A detailed breakdown of the learning hours for this course is located in delivery course documents		450	

Ākonga must undertake a minimum of 120 days of practice across the degree. This practice placement will be 60 days and will be supervised by a registered social worker.

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to integrate professional competencies for social work practice.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

*Graduate Outcomes/
Professional Standards*

1.	Demonstrate integration of knowledge and skills in Te Tiriti-based social work practice.	GPO 2,7,9,10 SWRB 1-10
2.	Critically reflect on professional development in preparation to enter the social work profession.	GPO 7,9,10 SWRB 10

Ngā Tūtohu o te Kiko | Indicative Content

- In preparation for practicum ākonga will participate in workshops to develop skills in interpersonal and interprofessional practice, effective use of supervision, documentation, and reflective practice.
- During practicum ākonga will develop their Te Tiriti-based social work practice with the supervision of a Registered Social Worker. Kaiako will monitor progress and ensure learning support is in place. Practicum will be supported through learning plans and goals, formative assessment and feedback, learning conversations and observations of ākonga practice. Teaching content will be developed in response to learner needs to provide them with the knowledge and skills for work-based learning.
- After practicum ākonga will conduct a self-assessment of the development of practice knowledge, skills, and attributes which contribute to their developing Te Tiriti-based social work practice.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.		
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Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

TE TIRITI BASED PRACTICE

Course code:	SW7011	Level:	7	Credits:	15
Main programme:	Te Ata Māhina Bachelor of Social Work			Compulsory	
Pathway(s):					
Other programmes:					
Requisites:					
Delivery modes:	<input checked="" type="checkbox"/> Provider-based <input checked="" type="checkbox"/> Provider-based: extramural	Total learning hours:		150	
		A detailed breakdown of the learning hours for this course is located in delivery course documents			

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop the knowledge, skills, and attributes to integrate Te Ao Māori and Te Tiriti o Waitangi in a social work practice framework.

Ngā Hua o te Ako | Learning Outcomes

At the successful completion of this course, learners will be able to:

**Graduate Outcomes/
Professional Standards**

1.	Articulate own Te Tiriti o Waitangi practice framework.	GPO 1,2,3,8 SWRB 1-10
2.	Analyse own responsibilities, obligations and accountability to Te Tiriti o Waitangi in social work practice.	GPO 1,2,3,10 SWRB 1-10

Ngā Tūtohu o te Kiko | Indicative Content

- | | |
|-----|---|
| LO1 | <ul style="list-style-type: none"> Whiria te tangata ka puta he oranga, whiria nga mahi toi ka puta he tino rangatiratanga Te Tiriti o Waitangi in practice, in accordance with the four Articles of te Tiriti (<i>Kawanatanga, Tino Rangatiratanga, Oritenga, Wairuatanga</i>) Wairuatanga: purpose and obligations of Te Tiriti o Waitangi within personal and professional contexts Demonstration of mōhiotanga, mātauranga, māramatanga Wānanga Te Tiriti principles in practice Tiriti based frameworks and models of practice Whenua and mauri Ākonga synthesizing everything learnt over the programme Application of Rangatiratanga to social work practice |
| LO2 | <ul style="list-style-type: none"> Werohia te hinengaro: Challenging the mind, causing dissonance. Te Hangahoutia – Transformation Te Mahorahora – emancipation Kaitiakitanga – personal positioning, within the applied principle of Tiakitanga (taking care of) Articulate Māori and non-Māori positionings on tikanga to adhere to the professional standards and code of ethics of their professional association membership – purpose and obligations within practice contexts and industry |

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai/Assessment

Assessment in this course employs an achievement-based grading scheme. Learners will be advised of all matters relating to summative assessment at the start of the course.

Assessment Activity	Weighting	Learning Outcomes
Portfolio of achievement Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of learners.	100%	All

Ākonga are required to provide sufficient evidence against all learning outcomes and gain an overall mark of at least 50% in order to pass a course.

Ngā Rauemi Ako/Learning Resources

All required and recommended resource are provided to learners via course outlines.

Version Tracking:

Ver No.	Approved by	Approval date	Effective from	Description of change
1			DD-MM-YYYY	New Course

Appendix 4: Aotearoa New Zealand Social Work General Scope of Practice Qualification Details and Code of Conduct

Aotearoa New Zealand Social Work General Scope of Practice

Whakatauki: “Awhinatia ngā taonga tuku iho”

Embrace the Wisdom of the Past with the Present

Pepeha:

*Ko Mana Motuhake te Moemoeaa**

Ko Mana Tangata te Kaupapa

Ko Mana Atua te Ara Taumata

Ko Mana Tipuna te Tikanga

Ko Mana Whenua te Turanga

Ko Manaakitanga te Uaraa

“Ma is the essence”, Mana is the intrinsic nature that all humanity walks with. Mana motuhake drives the direction, mana atua is the protective presence, mana tipuna is the pathway guided by the ancestors, mana whenua is the distinctive source of the pathway and mana tangata is the respectful relationship. The core of social work in Aotearoa New Zealand is centred in manaakitanga.



Niho Taniwha**

Practice Lens: Tangata Whenua perspectives on engagement and relationship building draw on traditions that transcend from ancestral realms. Reflecting the diversity of Aotearoa New Zealand, engagement and relationship building from other cultural paradigms will look different. Social workers practice through their cultural lens and through the lens of their field of practice, knowledge, experience, and worldview. These lenses enable social workers to connect with the narratives of their own paradigms.

* The Niho Taniwha honours John Bradley and Turoa Haronga and the pepeha acknowledges those iwi who use a double vowel

**The Niho Taniwha kaupapa was selected to bring the essential components of a Tangata Whenua perspective to the scope Korero. The narrative to support this korero can be found on page 6 of this document.

Tauākī Tikanga Mahi, Social Work Practice Statement

He umanga whanaungatanga te tauwhiro hapori, ā, he pūkenga mātauranga hoki e whakauru mai ana i ngā mahi tātari i ngā whakaawenga onāianeī, o mua hoki mō ngā āhuatanga hauropi, pāpori, tōrangapū, ā-wairua, ā-hinengaro hoki.

Ka whakatairanga panoni pāpori me te whakamanatanga ngā tauwhiro mā te ū ki ngā mātāpono o te tōkeke ā-iwi, ngā tika tangata, te kawenga ā-iwi me te whakaaro nui ki te kanorautanga.

Ka tuitui ngā tauwhiro i ngā taura here manaaki me te whakaaro nui kia tūturu, kia whai koronga, whai kaupapa hoki hei whakakaha, whakaora me te whakaū i te haumarua me te oranga o te hunga e mahi nei rātau. Ka tautuhia e ngā tauwhiro ngā kaha, ngā hiahia me ngā kōtuinga tautoko hei whakaraupapa i ngā whāinga e whakarei ake i te tūhonohono ā-tangata, me te āwhina ki te whakarite i ngā uauatanga ora, raruraru nui hoki.

Whakamahia ai e ngā tauwhiro ngā tūmomo ariā iwi taketake me te tauwhiro hapori, ngā tikanga hoki i ahu mai i tētahi tohu tauwhiro hapori whai mana, whakangungu, wheako hoki. I takea mai ā rātau tikanga mahi i Te Tiriti o Waitangi, te International Federation of Social Workers/International Association of Schools of Social Work Joint Global Definition of Social Work me te Global Social Work Statement of Ethical Principles, Ngā Tikanga Matatika a Te Rōpū Tauwhiro o Aotearoa me Ngā Ture Whanonga me ngā Paerewa Kaiakatanga Matua a Te Kāhui Whakamana Tauwhiro.

He whakaritenga pūmau te wetewete whakaaro me te whakawhanaketanga ngaio nō te tikanga mahi tauwhiro hapori.

Ka whakamahia e ngā tauwhiro ō rātau mōhio, pūkenga hoki mā ngā tūmomo āhuatanga, tūranga i ngā taumata whāiti, whānui, whāroa hoki. Kei roto i tēnei ko te mahi tahi me te iwi me ngā whānau, ngā mahi tauwhiro hapori haumanu, te whanaketanga nā te hapori, te tuku tohutohu, rangahau, mātauranga, wetewete whakaaro, takawaenga, taunaki, whakahaerenga, waihanga kaupapahere me te ārahitanga.

Social Work Practice Statement – English

Social work is a relationship-based profession and an academic discipline that incorporates analyses of current and historical influences including ecological, social, political, economic, spiritual, and psychological factors.

Social workers promote social change and empowerment by adhering to the principles of social justice, human rights, collective responsibility, and respect for diversity.

Social workers establish caring and respectful relationships with authenticity, intention, and purpose, to strengthen, restore and uphold the safety and wellbeing of those they work with. Social workers identify strengths, needs and support networks to prioritise goals that will enhance social connectedness, and assist in addressing life challenges and major events.

Social workers use a range of indigenous and social work theories, methods and techniques drawn from a recognised social work qualification, training, and experience. Their practice is based on Te Tiriti o Waitangi, the International Federation of Social Workers/International Association of Schools of Social Work Joint Global Definition of Social Work and Global Social Work Statement of Ethical Principles, the Aotearoa New Zealand Social Workers Association's Code of Ethics and the Social Workers Registration Board's Code of Conduct and Core Competence Standards.

Critically reflective supervision and continuing professional development are ongoing requirements of social work practice.

Social workers apply their knowledge and expertise in a variety of ways and roles at micro, meso and macro levels. This includes direct work with people and whānau, therapeutic social work, community-led development, consultancy, research, education, supervision, facilitation, advocacy, management, policy development and leadership.

Aotearoa New Zealand’s Scope of Practice Supporting Narrative

Context for social work practice in Aotearoa New Zealand

Social work in Aotearoa New Zealand is practised within the context of our international and national laws and codes, and our constitutional setting, which recognises Te Tiriti o Waitangi as a founding constitutional document.

Changes to the Social Workers Registration Act 2003 effective from 27 February 2021 include the introduction of mandatory registration for social workers, protection of the title ‘social worker’, and implementation of a general scope of practice to describe social work practice in Aotearoa New Zealand.

The General Scope of Practice has been developed as a high-level description of social work in Aotearoa New Zealand. The Scope of Practice applies to practitioners working across the breadth of social work roles.

Aotearoa New Zealand qualifications prescribed for the Scope of Practice prepare newly qualified social workers to begin practising across a range of practice settings.

Registered social workers who have an overseas qualification that is recognised by the SWRB, and social workers who have been registered through section 13 the Experience Pathway, are included in the General Scope of Practice.

Global definition of social work

The professional bodies of social work in Aotearoa New Zealand are signatories to the Global Definition of the Social Work Profession approved by the International Federation of Social Workers (IFSW) General Assembly in July 2014. The SWRB recognises the Global Definition of Social Work as applying to social workers in Aotearoa New Zealand.

Global Definition: “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 knowledges, social work engages people and structures to address life challenges and enhance wellbeing.”

IFSW Joint Amplification of the Global Definition for Asia, Pacific Region

Professional social work in the Asia Pacific Region has an emphasis on:

- realising the care and compassion of our profession in ensuring all people are provided with adequate social protection so their needs are met, and human rights and dignity safeguarded
- recognising the importance of faith, spirituality and/or religion in people’s lives and holding respect for varying belief systems
- the celebration of diversity and peaceful negotiation of conflict
- affirming the region’s indigenous and local knowledges and practices alongside critical and research-based practice/practice-based research approaches to social work practice
- encouraging innovative, sustainable social work and social development practices in the preservation of our environment.

More detailed description of social work practice

The General Scope of Practice describes social work practice as defined in the Global Definition. It references the principles, purpose and breadth of social work common to all practising social workers.

Each social work context and field of practice will have its own practice parameters which include: who social workers work with; the community needs being served; and the communities within which the work is located. Often social workers will work within an organisational practice framework that describes their work in more detail.

ANZASW members have developed a resource called 'Social Work Explained', which can be used alongside the General Scope of Practice as a more detailed description of practice.

The General Scope of Practice has been developed with the understanding that Social Work Explained will provide additional contextual detail for social workers to draw on. A copy is at the end of this document, and can be downloaded from the ANZASW website.

Development of the Scope of Practice

Reflecting a commitment to active participation by the sector to the development of a Scope of Practice, the SWRB conducted a number of community-based, and virtual workshops in February and March 2020, asking social workers what they thought was important to include in a Scope of Practice.

To honour the feedback calling for a visible incorporation of Tangata Whenua values and equality of cultural perspectives, a sector-led working group was established. The working group included four Tangata Whenua social work leaders and four Tauwiwi social work leaders, one representing a Pacific perspective. In addition, the group was chaired by a SWRB Board member and the SWRB's Kahui Chair provided kaumatua support.

Te Awa Whiria, The Braided Rivers conceptual model¹ developed by Angus Macfarlane, was used to consider the equal value of Tangata Whenua and Tauwiwi ways of knowing. The Negotiated Spaces model developed by the Te Kotahi Research Institute provided a way of describing different knowledge systems, recognise and value both the negotiated space where these systems come together, and the new learning that is created from this. These conceptual models informed the approach taken by the working group to develop the Scope of Practice.

The working group took the insights and feedback from the SWRB's sector engagement with social workers and developed a draft Scope of Practice for social work in Aotearoa New Zealand.

The draft Scope of Practice was circulated to the sector for feedback in September 2020. The working group considered all feedback received and finalised the Scope of Practice. This was then gifted to the SWRB by the working group, acknowledging the contributions of the wider sector.

The SWRB Board received the Scope of Practice for approval in early December 2020. Once signed off, the Scope of Practice notice was published in the New Zealand Gazette (government's official newspaper).

¹ <https://thehub.swa.govt.nz/assets/Uploads/Bridging-Cultural-Perspectives-FINAL-0.pdf>

Scope of Practice structure

The Pepeha introduces the Scope of Practice, referencing Tangata Whenua principles, using the Niho Taniwha kaupapa to describe the essence. The Niho Taniwha kaupapa is part of the development of our social work history in Aotearoa New Zealand, and by its inclusion we look back to understand how the past can inform the future – encapsulated in the whakatauki “Awhinatia ngaa taonga tuku iho” Embrace the Wisdom of the Past with the Present. The selection of the Niho Taniwha kaupapa is further explained on page 6.

The multiple lenses informing social workers’ approaches to engagement and relationship-building are acknowledged in the Practice Lens statement. All paradigms that contribute to a rich diversity of narratives are valued. The use of the term ‘paradigm’ is deliberate, and is inclusive of the theories, fields of practice, knowledge, experience, and worldview that each social worker brings to their role.

The Practice Statement builds on the Pepeha:

Mana tangata - the respectful relationship
Manaakitanga - the core of social work.

Manaakitanga is understood broadly in this context as the reciprocity involved in the relationship between social workers and the people they are working with, in a way that recognises the mana of each, and the importance of the kaupapa, or purpose of the work.

Social work is a relationship-based profession, and the Practice Statement connects this with the guiding principles of social justice, human rights, collective responsibility, and respect for diversity. The theory, knowledge, values and skills gained through social work qualifications, critically reflective supervision, and on-going training and professional support, contribute to social workers practising within a professional, safe and accountable framework.

Prescribed social work qualifications for the Scope of Practice

In order to become registered as a social worker in Aotearoa New Zealand, social workers must have a qualification that has been recognised by the SWRB, an overseas qualification that is deemed to be equivalent to this, or be registered through the Experience Pathway pursuant to section 13 of the Social Workers Registration Act 2003.

The programmes to deliver social work qualifications include a range of components including social work values, ethics and theory, specific social work methods and techniques, and supervised practice in an agency setting.

With the commencement of mandatory registration of social workers on 27 February 2021, a Scope of Practice for social work is required to be in place.

At the same time, the Aotearoa New Zealand qualifications that were previously *recognised by* the SWRB become qualifications *prescribed for* the Scope of Practice.

Social workers overseas qualified and registered via section 7 of the Act, have a qualification that has been *recognised as equivalent to a prescribed qualification for a scope of practice*.

Social workers registered via the section 13 Experience Pathway, are assessed as having enough practical experience to compensate for the lack of a recognised social work qualification.

The Niho Taniwha kaupapa

The Niho Taniwha kaupapa was selected to bring the essential components of a Tangata Whenua perspective to the scope korero in a way that would uphold the authenticity of the tipuna korero and facilitate the potential for social workers working in different fields of practice to develop this further.

Connections

Marae

For those of us from tribal areas where the Niho Taniwha is evident on tukutuku panels, it is to remind us of connections. The connection to whare tipuna, even though this is a relatively new innovation.

Traditionally the marae atea was the meeting place because there was no whare tipuna, but more significantly, to bring the importance of marae into focus.

If we are to look at identity as a major consideration for working with trauma for example, then the marae and connecting to marae becomes an important part of our mahi, especially for families raised in an urban environment who may no longer be connected to marae.

It is also a reminder to us as practitioners that we need to realise the importance of connection to our own marae, which are located on specific whenua, and so the wero is to remember our humility when we are working in the rohe of other iwi.

Material

Tukutuku panels are directly connected to Papatuanuku in the material that is used.

This connection is to ensure we are grounded in our practice and not elevated because we have a tertiary qualification or a particular job title. The privilege of working with families must never be overlooked.

Also, the method of tukutuku is how matauranga and skill are always integral to the way we practice, each balances the other woven in such a way as to produce an engagement that is mana enhancing.

Relationships

The Taniwha

To serve as a kia tupato, the distinction between what is tangible and intangible.

As Tangata Whenua we do not work just on the level that is physically evident, we are also open to the level of feeling. Each may bring its own taniwha.

The Kingitanga

He piko, he taniwha.

While some of us may come from tribal areas that do not subscribe to the Kingitanga, it is however a reminder to us of a kaupapa to try and offset colonisation and all that this means.

The korero is that in every way we as Tangata Whenua need to be able to offer a comparable alternative to a mainstream way and that it is no less valid, rather the power lies in the authenticity of its origins.

Social work

The Niho Taniwha as a framework has a relationship with social work, both in the people who gave rise to its presence but as well, in how it was used as a competency process for the Tangata Whenua Takawaenga Caucus members.

The comparable option was to embed competency in a Tangata Whenua perspective and enable Tangata Whenua practitioners to evidence competency while demonstrating mana motuhake, in a profession that is dominated by Tangata Whai Muri.

The value of the Niho Taniwha in this respect is it brings in the tipuna korero, John Bradley and koro Turoa Haronga, and the practice to enhance mana motuhake.

While Tangata Whenua have moved to developing more innovative frameworks, Niho Taniwha provides crucial context: benefit from the past to enhance the present in order to create opportunities for the future.

Also, in selecting the kupu *mana* because of the reference to the pure essence of who we are, there was the opportunity to enhance a word that is used frequently, but the depth of meaning may not necessarily be understood.

The kupu references the integral contexts that form part of the entirety of the word manaakitanga. A word that is again used frequently by tangata whai muri, without possibly being aware of the extent of its meaning.

The Niho Taniwha kaupapa visually displays the depth of meaning with a degree of familiarity.



TE RŌPŪ TAUWHIRO I AOTEAROA

HE WHAKAMĀRAMA MŌ TE TAUWHIRO TANGA

HE MĀTANGA WHAI TOHU, KUA RĒHITA HOKI NGĀ KAITAUWHIRO TĒRĀ KA:

Whakahaere i ngā aromātai pāpori ā-hingaro, te tātari me ngā mahi wawao
e whai whakaaro torowhānui ana ki te horopaki hauropi o te noho o te tangata, me ōna taiao.

Whakamahi pūkenga whanaungatanga hōhonu, i roto i ngā take matatini maha,
e pā ana ki te haumarutanga, te wairuatanga me te oranga o te tangata, te whānau, me ngā hapori.

Tautuhi me te whakatau i ngā take pūmate, wharanga rānei, pēnei i te whakarekerekere me te waranga, me te whakahau i te kauawhitanga, te angitutanga whaiaro, te toi whenua, te whanaungatanga me te hononga ā-pāpori.

KA WHAKATIKA, KA WHAKAKAHA HOKI NGĀ KAITAUWHIRO I TE ORANGA ARONGANUI, ME TE ORANGA PĀPORI MĀ TE:

Whakanako me te whakakaha i te āhei o te tangata ki te whakatau me te whakahaere
i ngā wero, ngā uauatanga me ngā noho whakaraerae ka kite wheakotia i ngā wā me ngā wāhi me uaua kē ka panonihia.

Āwhina i ngā tāngata e taumahatia ana kia tū māia, kia urutau hoki
i te ngākauatanga, te mate me te pōuritanga, me ētahi atu pānga, pēnei i te uruwhi, te mohoaotanga, me te anipātanga.

Whakamahi i te whānuitanga o ngā tikanga tauwhiro tanga ake hei whakahaere, hei whakaatu hoki i te āhua noa ngā urupare kare-ā-roto, me te tuku taunakitanga e whakarauora ana anō i te oranga, me te āwhina i te manawaroatanga o te tangata, te whānau me ngā hapori.

KA NGANA NGĀ KAITAUWHIRO KI TE AWEAWE I NGĀ TAKE RAWAKORE PAKEPAKE, TE KORE MANA TAURITE, TE WHAKAREKEREKE, TE WHAKAHĀWEATANGA ME NGĀ HAPA MOROKI O NGĀ PŪNAHA PĀPORI MĀ TE:

Whakatau i ngā pānga whānui
pēnei i ngā pānga o mua o te tāmitanga, te whakapākehātanga, te whakatoihara ā-whakanōhanga, te whakahāwinitanga, te whakarekerekere me te aupēhitanga, tae atu ki ētahi atu take whakatau hauora.

Whakatara i ngā mahi whakahāwea, te kore mana taurite me ngā take tūkino ā-pāpori i roto i ngā wāhi mahi, me te iwi whānui.

Mahi tahi me ngā hapori ki te whakawhanake i ō rātou ake whakataunga ki ngā take kua tautuhia.
Ka mahi rātou ki te aweawe i ngā panonitanga i ngā taumata takitahi, ā-whānau, ā-hapū, ā-iwi, ā-hapori, ā-kāwanatanga hoki.

KA MAHI NGĀ KAITAUWHIRO I ROTO I NGĀ PEKA MAHI HUHUA O AOTEAROA PĒNEI I NGĀ:

Rōpū ā-iwi Māori, ngā ratonga hauora, tauwhiro, ture, tiaki tamariki, ā, ka pūmau ki ngā whakaritenga o te ture e pā ana ki ēnei mahi katoa.

Ka whakamahia ō rātou pūkenga i ngā take whānui, kaupapa maha, pēnei i te mahi ki te kiritaki takitahi, te whakawhanaketanga hapori, te āta tohutohu, te rangahau, te mātauranga, te tiroiro, te huawaere, te taunakitanga, te whakahaeretanga, te hanga kaupapa here, me te kaiārahitanga.

He tautōhito ngā Kaitauwhiro ki te whakamahi i te huritao arohae me te pātaitai, me te ū ki te tukanga o te ako tonu me te whanaketanga tonutanga, tae atu ki te haepapa ngaio, kia tukuna ai ngā ratonga tino pai ka taea ki te tangata me ngā hapori.



TE RŌPŪ TAUWHIRO I AOTEAROA
AOTEAROA NEW ZEALAND
ASSOCIATION OF SOCIAL WORKERS

SOCIAL WORK EXPLAINED

SOCIAL WORKERS ARE QUALIFIED REGISTERED PROFESSIONALS WHO:

Undertake psychosocial assessments, analysis and interventions

that holistically consider the ecological context of a person's situation and their environments.

Apply in-depth relational skills to work with a range of complex factors

that impact on the safety, wairuatanga, and wellbeing of individuals, families, whānau and communities.

Identify and address danger and harm factors

such as violence and addiction and promote inclusion, self-efficacy, belonging, whānaungatanga and social connectedness.

SOCIAL WORKERS RESTORE AND STRENGTHEN EMOTIONAL AND SOCIAL WELLBEING BY:

Enhancing and strengthening people's ability and capacity to address and manage

the challenge, difficulty and vulnerability that is experienced in situations where circumstances are not easily changed.

Assisting people experiencing crisis to endure and adapt

to uncertainty, loss and grief and other impacts including fear, feelings of isolation and anxiety.

Using a range of specific social work methods and techniques to manage and normalise emotional responses

and provide support that restores wellbeing and assists with resilience both for individuals, families, whānau and communities.

SOCIAL WORKERS SEEK TO INFLUENCE PERSISTENT ISSUES OF POVERTY, INEQUALITY, VIOLENCE, DISCRIMINATION AND ONGOING FAILURES OF SOCIAL SYSTEMS BY:

Addressing wider impacts

such as the historical impacts of colonisation, assimilation, institutional racism, exploitation, violence and oppression and other social determinants of health.

Actively challenging discriminatory practices, inequality and social injustice in organisations and wider society.

Collaborating with communities to develop their own solutions to identified issues.

They work to influence change at individual, family, whānau, hapū, iwi, community and government levels.

SOCIAL WORKERS WORK ACROSS A NUMBER OF FIELDS IN AOTEAROA NEW ZEALAND...

Such as:
Iwi Māori organisations, health, social services, justice, and statutory child protection services, and adhere to the requirements of legislation associated with these.


They apply their expertise in a variety of ways and roles

including one to one clinical work, community development, advising, research, education, supervision, facilitation, advocacy, management, policy development and leadership.

Social workers are skilled in the application of critical reflection and questioning

and commit to a process of ongoing learning and development and professional accountability in order to deliver the best service to people and communities.





SOCIAL WORKERS
REGISTRATION BOARD
**CODE OF
CONDUCT**



**Social Workers
Registration Board**
Kāhui Whakamana Tauwhiro

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Code of Conduct

Preamble

This Code of Conduct (Code) sets out the minimum professional standards of integrity and conduct that apply to Registered Social Workers and to the social work profession in general. This Code also lets clients and the public know the standards of conduct they can expect from social workers.

The Social Workers Registration Board (SWRB) issues this Code in accordance with Section 105 of the Social Workers Registration Act 2003 (the Act). The SWRB is responsible for administering this Act. The main purpose of the Act is to protect the safety of the public by making sure social workers are competent to practise and are accountable for the way they practise.

This Code complements the legal obligations social workers have under the Act as well as other relevant applicable laws, practice standards, and guidelines. They include but are not limited to:

- the Code of Ethics – published by the Aotearoa New Zealand Association of Social Workers (ANZASW)
- competence standards (issued by the SWRB) and practice standards (issued by ANZASW)
- the Code of Health and Disability Services Consumer’s Rights (HDC Code)
- employer codes of conduct
- the Health Information Privacy Code 1994
- relevant legislation, including the Privacy Act 1993, the Protection of Personal and Property Rights (PPPR) Act 1988, and the Health and Disability Commissioner (Code of Health and Disability Services Consumers’ Rights) Regulations 1996.

The Code operates in the broader context in Aotearoa / New Zealand, which recognises Te Tiriti o Waitangi (Te Tiriti) as a founding constitutional document. The principles of Te Tiriti are integral to providing appropriate and professional social work services to Māori.

This is not a code of ethics. A code of ethics is a guide of the desired values and standards to use when making decisions or taking action (for example, ‘try to work for social justice’), whereas a Code of Conduct is more specific about what actions are appropriate and inappropriate (for example, ‘never discriminate’).

This Code is not exhaustive, as the SWRB recognises that we can’t list all behaviours expected of professional social workers. If an unsatisfactory behaviour or action is not specifically listed, that doesn’t mean it won’t be in breach of the Code. Social workers are expected to uphold exemplary standards of conduct in their role. Because they are in positions of trust and confidence they must also have high standards in their personal lives. We expect that every social worker will understand and adhere to this Code.

Broad language is used in this Code. The guides for each principle should help explain more about what behaviour is expected. The Code should be interpreted in the context of individual circumstance. ‘Client’ may refer to an individual adult or child; a student; a family, whānau, or aiga; a group; an organisation; or part of an organisation.



Application of this Code

For the purposes of the Social Workers Registration Act 2003, a Registered Social Worker can only be considered to be guilty of professional misconduct for any breach of this Code. ‘Registered Social Workers’ include those who have provisional, temporary or full registration.

However, this Code also applies to social workers who are not registered, as Section 105(1)(b) of the Act states that this Code not only applies to Registered Social Workers but also ‘should apply generally in the social work profession.’ Some individual employer codes of conduct require employees to comply with relevant professional codes of ethics or practice and if so, this Code will apply to **all** social work employees regardless of their registration status.

Right 4(2) of the HDC Code states that healthcare providers have a legal responsibility to comply with legal, professional, ethical, and other relevant standards. That includes complying with this Code for social workers who have provided a health or disability service, regardless of their professional status.

This Code may be updated by the Board from time to time.



Signed – Shayne Walker
Chairperson of the Board
14 March 2016



The Code consists of a framework of 11 overarching principles, which are a general guide to professional conduct. Each principle has statements describing the standards of professional conduct and practice required of social workers.

Principle 1

Act with integrity and honesty

You are expected to:

- 1.1 act honestly and ethically in all personal and professional behaviour
- 1.2 comply with all legal, professional, and ethical obligations and any other relevant standards, including those in the Social Workers Registration Act 2003
- 1.3 be responsible for your own actions and decisions
- 1.4 be reliable, dependable, and trustworthy
- 1.5 communicate in an appropriate, open, accurate, and straightforward way
- 1.6 decline any request to be a legal representative or power of attorney for a client
 - if they are a former client, you should not be their legal representative or power of attorney if you gain, or looks like you gain, personal benefit from this relationship
 - talk with your supervisor, employer, professional organisation, the SWRB, or seek legal advice in this situation.
- 1.7 not work in a situation where there is a conflict of interest:
 - discuss potential or actual conflicts of interest (both professional and personal) with your client and take all reasonable steps to protect their interests as much as possible
 - tell a supervisor or employer about any potential or actual conflicts of interest and if they cannot be resolved then end the relationship and refer your client appropriately.



Act with integrity and honesty – Guide

Complying with legal, professional, and ethical obligations

Under the Social Workers Registration Act 2003, a Registered Social Worker must have a valid Practising Certificate (PC) if they are practising social work. It is an offence to continue practising social work if a PC has expired.¹ Social workers need to comply with all other obligations under the Act, such as keeping home and/or work addresses up to date.²

You should let the Registrar at the SWRB know if you become aware of someone saying incorrectly that they are a Registered Social Worker.

You also need to be aware of the content of the ANZASW Code of Ethics and of the principles and/or provisions of any other legislation you work under.

Acting as a representative or holding a power of attorney for clients

Property – Acting as a client’s representative or holding a power of attorney for finances and property is never appropriate for a social worker and must be avoided.

Welfare – Acting as a client’s representative or holding a power of attorney for decisions about health and welfare may put you in a conflict-of-interest situation and so is never appropriate.

Acting as a representative or holding a power of attorney for former clients

New Zealand is a very small country, so people are often interconnected with only one or two degrees of separation. Many people live and work in small and rural communities where people are dependent on each other. It is important that as a social worker, you keep a professional distance from clients and that there is no, or no appearance of any, advantage taken of a client.

There may be occasions where a former client asks you to hold their power of attorney. Err on the side of caution of not taking any advantage or benefit from any relationship with a former client, no matter how tenuous the professional connection has been. If a question arises, that question should be thoroughly and comprehensively addressed by those who can answer it – that is, seek advice from a supervisor, manager, or the SWRB. While accepting the legal position of holding a former client’s power of attorney may be motivated by the best of intentions, you need to be fully aware of the risks associated with accepting the role.³

¹ Social Workers Registration Act 2003, Section 82(2).

² Social Workers Registration Act 2003, Section 125.

³ See for example the case of *PPC v Schlotjes* HPDT 446/OT11/187P where an occupational therapist was found guilty of professional misconduct for accepting the power of attorney for a former client.



In considering whether to accept a power of attorney from a former client, consider:

- whether you will gain personally from the relationship or if there will be an appearance of personal gain by you
- how long the professional relationship lasted
- the nature of the relationship in terms of whether there was (and possibly still is) a power imbalance
- the vulnerability of the client at the time of your professional relationship and whether they are still vulnerable – including the client’s psychological, physical, and character traits
- whether you may be exploiting the knowledge you have about the client because of the previous professional relationship
- whether you may be the social worker for the client and/or their family/whānau in the future
- whether you have information that could compromise the client if used out of a professional setting, or if the client was previously a mental health consumer, or has an intellectual disability (in these situations, being their power of attorney may be never be appropriate).

There may be instances where, for example, in a small organisation, a social worker has a client who needs a Welfare Guardian (appointed by the Court under Section 12 of the Protection of Personal and Property Rights Act 1988). In this instance, another social worker in that organisation may be able to do this as long as that social worker is not and has not been in a professional relationship with the client.

Conflict of interest

You need to be aware of and avoid any conflicts of interest that mean you can't be totally professional and impartial. When providing services to two or more people who have a relationship with each other (for example, couples, or family/whānau members) make it clear to everyone who is a client and what your professional obligations are to those who are receiving services.

Areas of potential risk for conflict of interest include:

- 1 working in two distinct social work roles simultaneously in which the same client could be a party
- 2 having a second occupation that involves your clients as a social worker
- 3 working with two or more clients whose best interests diverge (family/whānau, relationship, or marital conflict)
- 4 linking clients with other services that could benefit you, your relatives, or your friends
- 5 exploiting the relationship of trust and confidence that exists between a social worker and a client for your personal benefit (for example, material gain, personal relationships, politics, or research)
- 6 using your position to benefit yourself, your family/whānau, or your friends in a way that is unfair to clients or others (for example, jumping the queue to access services)
- 7 changing to a new role where your previous knowledge of clients could prejudice clients’ fair treatment or access to services (for example, a former child-protection social worker becoming a family/whānau court counsellor)
- 8 accepting a client you have prior knowledge of or experience, where that experience could negatively affect the client and compromise professional boundaries
- 9 holding a personal philosophy, or religious or spiritual beliefs, that could result in your client being unfairly treated or exploited.



Principle 2

Respect the status of Māori as tangata whenua

You are expected to:

- 2.1 work in partnership with Māori clients and their family/whānau
- 2.2 work in a culturally appropriate manner while recognising the diversity within the Māori population
- 2.3 have an understanding of Te Ao Māori and be able to state and use bicultural practice models
- 2.4 promote the rights of Māori to use Māori social work and/or bicultural models of practice to protect the integrity of Māori as tangata whenua
- 2.5 promote access to services that meet the needs of Māori clients
- 2.6 as a supervisor, endeavour to ensure supervision is culturally relevant if the supervisee is Māori
- 2.7 as a supervisor, endeavour to ensure supervision is culturally relevant, safe, and responsive to Māori clients.



Respect the status of Māori as tangata whenua – Guide

Recognising our bicultural heritage, Te Tiriti o Waitangi (Te Tiriti), and Te Tiriti core principles and articles is an integral part of social work knowledge and practice.

Section 6(c)(i) of the Social Workers Registration Act 2003 requires social workers to be competent to practise social work with Māori. The first competence standard of the ten standards issued by the SWRB reflects this requirement.

Section 100 of the Act sets out the obligations of the Board in relation to Māori. Section 100(1) states that the Board ‘must ensure that the aims and aspirations of Māori as tangata whenua, and the need for the appropriate involvement of Māori as tangata whenua, are integral and ongoing priorities.’ Under Section 100(2) the Board is also required to ‘maintain mechanisms (for example, appointing advisory committees or forming separate caucuses) to ensure that there are at all times readily accessible to it the views of Māori as tangata whenua.’

The ANZASW Code of Ethics recognises the articles of Te Tiriti and the importance of Te Tiriti as a founding document in the constitution of Aotearoa New Zealand. Working in partnership means that your client is provided with enough information in a form, manner, and language that helps them to understand that information. Clients can then fully participate in the professional relationship. Their voices and preferences are heard and valued, and the professional relationship is one of collaboration and empowerment.

You need to understand Te Ao Māori, be able to state and use bicultural models of practice, and appreciate and support the use of Māori practice frameworks and tikanga Māori when working alongside Māori. This helps to ensure safe and accountable social work practice with tangata whenua and to make sure that social work practice is within the parameters of the principles of Te Tiriti.

It is important to understand that the Māori population is very diverse. For example, don’t assume that all Māori clients will want to be spoken to in te reo Māori or that all Māori clients are conversant with tikanga Māori. You need to be able to respectfully ask which ethnic group or culture tangata whenua clients identify with before making any assumptions. You also need to respect differing tangata whenua perspectives and avoid imposing monocultural values and concepts.

Cultural advisors

Working with cultural advisors or cultural support workers is similar to working with any kind of specialist. They can provide knowledge, skills, and wisdom that can help provide a safe and appropriate context for clients and their families/whānau to fully express themselves. It may not be easy to build up trust without demonstrating openness and respect for their beliefs and values, and a cultural advisor can help you understand these.



Principle 3

Respect the cultural needs and values of the client

You are expected to:

- 3.1 respect the diversity between and within different cultures, including diversity of ethnicity, disability, economic status, age, sexuality, gender, faiths, and beliefs
- 3.2 understand as much as possible and support your client's cultural identity, recognising the significance of cultural identification and beliefs
- 3.3 consider and work with any social work service(s) that may help in providing culturally appropriate service make sure that your client understands the language being used and use a competent interpreter where practical if they do not understand
- 3.4 be aware of any personal or religious beliefs or moral positions you have and make sure these do not override a client's right to self-determination and to receive quality social work service
- 3.5 maintain professional objectivity and if this is not possible, discuss this with your client and if necessary refer them to an appropriate person or service.



Respect the cultural needs and values of the client – Guide

Respecting the cultural needs and values of clients is a fundamental and inherent part of professional social work practice.

Section 6(c)(ii) of the Social Workers Registration Act 2003 requires social workers to be competent to practise social work with different ethnic and cultural groups in New Zealand. This is reflected in the second competence standard issued by the SWRB.

Section 101 of the Act requires that the Board has easy access to the views of Pacific people and from time to time sets in place mechanisms to ensure it has access to the views of other ethnic and cultural groups in New Zealand.

‘Culture’ can be defined as ‘the ideas, customs, and social behaviour of a particular people or society’.⁴ It also includes the attitudes of a particular social group.

Safe cultural practice or *kawa whakaruruhau*⁵ is key to being effective as a practitioner. Cultural safety is more centred on the experiences of the client, while cultural competence is what the social worker aims to possess.⁶ Unsafe cultural practice undermines any social work intervention. It can demean, disempower, or diminish the cultural identity of a person or group and can make any social work practice ineffective, or worse, abusive.

The HDC Code also addresses cultural safety. Right 1 includes the statement that ‘services should take into account your cultural, religious, social and ethnic needs, values and beliefs.’ Right 2 states that consumers should be free from discrimination. Right 5 states that information should be given in a form, language, and manner that you can understand, and that a competent interpreter should be used if practicable.

Interpreters

You should avoid using family/whānau members as interpreters, as this may not be appropriate or ethical. It can compromise neutrality, confidentiality, and accuracy. In most circumstances it’s best to use an independent, qualified interpreter.

Comprehensive advice on hiring and working with trained interpreters is available on the Office of Ethnic Communities website (see www.ethniccommunities.govt.nz). The website outlines a range of situations where there is a formal statutory or administrative requirement to use translators. Examples include specific obligations on anyone taking action under the Oranga Tamariki, Children, Young Persons, and Their Families Act 1989, providers covered by the HDC Code, courts (when considering either criminal or Oranga Tamariki cases) and the New Zealand Police.

⁴ Oxford online dictionary.

⁵ *Kawa whakaruruhau*, or cultural safety, was a term introduced by Irihapeti Ramsden (a registered nurse, educator and doctor of philosophy) and has been adopted by many other professions.

⁶ Wepa D (2nd ed). 2005. *Cultural safety in Aotearoa New Zealand*, Auckland, Pearson Education New Zealand.



Cultural advisors

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Principle 4

Be competent and responsible for your professional development

You are expected to:

- 4.1 meet relevant standards of practice, which includes being competent in bicultural practice
- 4.2 work in accordance with the law
- 4.3 work in a safe way
- 4.4 provide good-quality, effective client service
- 4.5 be accountable for the quality of your work
- 4.6 provide the client with details of the extent and nature of the services to be provided by you and your agency
- 4.7 maintain and improve your knowledge and skills, including those required for using any form of technology
- 4.8 know and work within the limits of your own practice and seek supervision and guidance where necessary
- 4.9 use a recognised ethical code or framework to assist in ethical decision-making⁷ (for example, the ANZASW Code of Ethics)
- 4.10 actively participate in supervision and critically reflect on practice
- 4.11 be responsible for, and engage in, continuing professional development
- 4.12 take responsibility for your own emotional, mental, and physical health, and practise appropriate self-care – seeking help if your performance, practice, or judgement is affected by health concerns
- 4.13 effectively supervise tasks that you have asked others to carry out
- 4.14 have the necessary skills, experience, and competence if teaching or doing research
- 4.15 make sure that your students understand the relationship of this Code of Conduct, the Code of Ethics, and other relevant standards of practice to their present or future social work practice.

⁷ Wording used is similar to the Nursing Council of New Zealand Code of Conduct, Number 6.10.



Be competent and responsible for your professional development – Guide

A competent social worker should be able to demonstrate that they meet the SWRB's 10 core competence standards (see the Board's website www.swrb.govt.nz) or the ANZASW practice standards (see the ANZASW website anzasw.org.nz). (see the Board's website www.swrb.govt.nz).

Supervision

Supervision is a fundamental part of being a competent social worker. It lets you (amongst other things) reflect on your current practice and offers opportunities for learning and development. It helps you apply social work ethics, including Māori values and ethics, and provides a context for ongoing clarification of values and the exploration of ethical dilemmas and cultural issues.

Both the SWRB and ANZASW have policies about supervision. These can be found on the relevant website. Both the SWRB and the ANZASW expect you to have regular and appropriate supervision. The SWRB expects you to have regular and appropriate supervision. The SWRB requires that you take part in supervision at least monthly. You must take an active part in supervision, be responsible for bringing issues to supervision, and be open and honest with your supervisor.

The SWRB policy on supervision requires that a Registered Social Worker should be able to provide evidence of supervision and a contract for supervision when undertaking competence requirements or when renewing their Practising Certificate.

Continuing professional development (CPD)

The SWRB has a policy on CPD and this can be found on their website. The SWRB requires every Registered Social Worker to:

- engage in CPD
- keep a log of their activities
- complete a minimum of 20 hours CPD per learning year
- reflect on their learning, and
- use a minimum of two different learning activities when undertaking their annual CPD.

All Registered Social Workers should become familiar with the SWRB policy on CPD.

Health

The SWRB is responsible for protecting the safety of the public under the Act. Anyone who considers that a Registered Social Worker may be unable to perform their social work practice satisfactorily may give the Registrar notice of the circumstances.⁸

Like anyone else, social workers can have health problems. It is important that you are responsible for your own health and well-being. If there is a problem that either could affect your practice or is affecting the quality of your work, it's your responsibility to ask for help.

⁸ Section 51(1) Social Workers Registration Act 2003.



Principle 5

Protect the rights and promote the interests of clients

You are expected to:

- 5.1 advocate for the human, legal, and civil rights of your client while also making sure that their behaviour does not harm themselves or others
- 5.2 support the client's right to self-determination – if their capacity and/or circumstances limit the possibility of self-determination, you must where possible protect your client's rights and welfare
- 5.3 facilitate fair access to services, resources, and other professionals where it is in the interests of your client and make appropriate referrals where possible
- 5.4 recognise and use responsibly the power that comes from any social work role, keeping the dignity of the client front of mind
- 5.6 never engage in or become a party to any discriminatory behaviour, harassment, coercion, or sexual or financial exploitation of clients
- 5.7 never abuse, neglect, harm, or exploit clients in any way
- 5.8 maintain personal and professional boundaries and not form inappropriate relationships with clients or those close to them
- 5.9 abstain from sexual relationships or any form of sexual interaction with clients or with those close to them – including any behaviours or comments which might reasonably be interpreted as being a sexual advance or sexually demeaning
- 5.10 not form a sexual relationship or have any form of sexual interaction with former clients or those close to them, where you have (or it could appear that you have), used any power imbalance, knowledge, or influence obtained while you were their social worker to exploit, coerce, or manipulate, intentionally or unintentionally, the person with whom the sexual relationship or interaction occurs
- 5.11 report any dangerous, abusive, exploitative, or discriminatory practice of any other social worker to the appropriate authority
- 5.12 advise clients of how to make a complaint if they are unhappy with the service provided
- 5.13 end the relationship with the client if it is clear a continued relationship would not benefit them and provide for alternative professional help if necessary.



Protect the rights and promote the interests of clients – Guide

Boundaries

The overwhelming majority of social workers maintain clear and professional boundaries with clients. However, like all professionals, you need to be vigilant in your efforts to avoid inappropriate dual relationships. Within the professional relationship there is almost always an imbalance of power due to your authority, specialised knowledge, ability to access privileged information, and influence as a social worker. You may also have a professional relationship with the client's family/whānau and others close to the client that may increase their vulnerability.

The power imbalance is increased when the client's knowledge is limited or they are particularly vulnerable because of age, character trait(s), or a particular set of circumstances. Take care to ensure that your own personal, sexual, or financial needs are not influencing interactions between yourself and the client. Also recognise that clients may read more into the professional relationship with the social worker and try to have their personal or sexual needs met. When this happens you have to maintain the professional boundary.

You should politely decline 'friend' requests from clients on Facebook and other social-media networking sites.

Sexual boundaries

Clients and people close to them

Sexual relationships or any form of sexual interaction with clients and people close to them are prohibited because:

- sexual relationships can cause significant and enduring harm to clients
- there is a power imbalance between the client and you as a social worker and that will always mean there is the potential for abuse of your position and harm to the client
- it is difficult for the client to give informed consent to sexual contact because of that imbalance of power
- the client has put their trust in you as a professional and the betrayal of that trust can have devastating consequences
- you have a responsibility to protect the interests of your client and not serve your own needs
- a sexual relationship with a client can impair professional judgment
- a sexual relationship with a client can cause damage to public trust in the social work profession.

This list is not exhaustive and there are other reasons why behaviour of this kind is unacceptable.

Occasionally you may be attracted to clients, especially considering the intimate nature of the clinical work you do together. One hallmark of ethical practice is your ability to identify and properly manage these feelings. Sexual relationships, sexual contact, or any other form of sexual interaction between a social worker and a client is never a valid form of therapy.



Sexual relationships or behaviour, or sexual interaction with any person in your client's social system, is also unacceptable because of the potential to cause harm to both the client and the other person. A sexual relationship between you and a person in the client's social system could significantly undermine the trust and confidence between you and your client.

Relationships with former clients or people close to them

Sexual relationships with former clients may be inappropriate no matter how long ago the professional relationship ceased. There is no arbitrary time limit that makes it safe for a social worker to have an intimate or sexual relationship with a former client. The sexual relationship may be influenced by the previous therapeutic relationship where there was a clear imbalance of power.

In considering whether a relationship could be appropriate, you must consider:

- how long the professional relationship lasted
- the nature of the relationship in terms of whether there was a significant power imbalance
- the vulnerability of the client at the time of the professional relationship and whether they are still vulnerable – including the client's psychological, physical, and character traits
- whether you may be exploiting the knowledge you have about the client because of your previous professional relationship
- whether you may be involved as a social worker for the client and/or their family/whānau in the future
- whether you know information that could compromise the client if used out of a professional setting, or if the client was previously a mental health consumer, has an intellectual disability, or has been sexually abused in the past (in these situations a sexual relationship may never be appropriate).

The same considerations apply to relationships with any person in the former client's system. Seek advice from your professional organisation, supervisor, manager, employer, or the SWRB if necessary.

Ending the professional relationship with a client

You may have to end a relationship with a client for either personal or professional reasons (for example, discovery of a conflict of interest, inability to provide services that meet their needs, or as the result of client complaint).

If you have to end a relationship with a client, you must do your best to protect their interests and needs by referring them to an appropriate professional or service provider. In these circumstances you must advise your client that you're no longer going to work with them and the reasons why, and wherever possible you must give them options for the transfer of services.

Individual organisations should have policies in place to support and guide their social workers through this process.



Principle 6

Strive to establish and maintain the trust and confidence of clients

You are expected to:

- 6.1 treat clients with respect and dignity
- 6.2 behave in a professional manner
- 6.3 never abuse the client's trust
- 6.4 never encourage or ask clients or former clients to give, lend, or bequeath money or gifts that will benefit yourself or those close to you – decline gifts or benefits that will place you under any obligation or perceived influence and do not put pressure on clients or former clients or their families/whānau to make donations to other people or organisations – receiving small token gifts (for example, chocolates or flowers) for sharing with colleagues may be acceptable, but cash gifts or items of larger value should never be accepted⁹
- 6.5 honour work commitments, agreements, and arrangements and when it is not possible to do so, explain to clients why this is not possible
- 6.6 recognise, understand, and honour a client's right to make informed choices and give informed consent to any service or treatment they receive, except where any enactment or the common law provides otherwise¹⁰
- 6.7 if a client cannot give informed consent because they are unable to fully understand and/or communicate their decision, make sure you take reasonable steps to find out their views and seek consent from a person legally empowered to do this on your client's behalf (where such a person exists)
- 6.8 ask to see any relevant legal documents, such as an enduring power of attorney and its activation document if someone other than the client is trying to make decisions on the client's behalf
- 6.9 take complaints seriously and respond to them in an appropriate, professional, and constructive way.

⁹ Wording used is similar to the Nursing Council of New Zealand Code of Conduct, Number 7.6.

¹⁰ See Right 7, HDC Code.



Strive to establish and maintain the trust and confidence of clients – Guide

Trust is fundamental to the social worker/client relationship. If this trust is broken it affects both that specific relationship and how the public perceives the social work profession as a whole. Maintaining trust is just as important as establishing it.

Gifts

While gift giving is generally well intentioned, accepting gifts of more than a token value or accepting favours or hospitality has the potential to compromise the professional relationship because:

- it could be seen as you gaining personal benefit from the professional relationship
- it may be interpreted as you taking advantage of a vulnerable client
- it may place you under an obligation of some sort and thereby put you in a conflict-of-interest situation
- it could be interpreted as an attempt by the client to gain preferential treatment
- it could be interpreted as a sign of a personal or emotional relationship between you and your client
- if you are a public servant (for example, work for a DHB or Oranga Tamariki) you are bound by the State Services Code of Conduct, which requires you to be impartial and accepting gifts may be a breach of that Code (see www.ssc.govt.nz/code to view that Code).

Generally speaking you should politely decline anything other than ‘token’ gifts from clients or their families/whānau. Token gifts are things such as chocolates or flowers, generally designed to be shared amongst a team.

Cash gifts or anything of large value should never be accepted.

There may be situations where refusing a gift may be difficult, impolite, or appear culturally insensitive. The giving of gifts may be an expectation under certain circumstances or within some cultures. If you’re unclear about receiving a gift and your organisation does not have a gifting policy or that policy is unclear, discuss it with your manager, employer, supervisor, or professional organisation, or with the SWRB.

You should not give gifts to clients as they may feel obligated to give something in return or see the gift as an indicator of a personal relationship.

Informed consent

You have a responsibility to ensure that your clients understand that they have the right to make informed choices and to provide informed consent. These rights apply equally to decisions about the provision of services or treatments and the disclosure of information for teaching or research purposes.

This Code requires you to recognise the rights of clients as established under the HDC Code. The HDC Code applies in situations where a health or disability service has been provided. However, the principles in the HDC Code are equally applicable to much of the work undertaken by social workers and should be followed.

The issue of informed consent is covered in Right 6 and Right 7 of the HDC Code and is available on the HDC website (see www.hdc.org.nz).



**Children, young people,
and those with reduced
capacity**

Carefully explain proceedings to children and young people in age-appropriate language and seek their views and opinions in all matters that affect them.

Adults with diminished competence are protected under the provisions of the PPPR Act 1988. The purpose of the PPPR Act is to help people who have lost the ability to make or understand decisions about their own personal affairs or property, or who can't tell others what they have decided. The PPPR Act can apply to a wide range of people, including those who are mentally ill, have an intellectual disability, have severe head injuries, or are elderly and have become mentally incapacitated in some or all areas.

Every person is presumed competent unless there are reasonable grounds for believing that the person is not competent.¹¹ Determining competence requires a clinical assessment. If a person has diminished competence that person retains the right to make informed choices and give informed consent to the extent appropriate to their level of competence.¹²

Social workers should ask to see an enduring power of attorney (EPOA) document and evidence of its activation if a person (other than the client) is trying to make decisions on behalf of the client. An EPOA is not 'activated' unless there has been a clinical assessment of some form.

¹¹ Right 7(2) HDC Code.

¹² Right 7(3) HDC Code.



Principle 7

Respect the client's privacy and confidentiality

You are expected to:

- 7.1 protect the privacy of the client's personal information
- 7.2 treat information gained in the course of the social worker/client relationship as confidential information and use it for professional purposes only
- 7.3 inform clients of the extent to which any other professionals or employees will be able to access client records
- 7.4 inform clients of the extent of confidentiality and the situations where the information may need to be disclosed and wherever possible advise your client of such a situation
- 7.5 store records securely and make sure these are only accessed or removed for social work or professional purposes
- 7.6 use technology with diligence and care to protect client privacy and take special precautions to protect client information in any electronic records, emails, documents, notes, or any other place where client information is held
- 7.7 maintain client confidentiality and privacy by not referring to any client or client-practice issue in public places including in social media,¹³ as even if identifying data such as names or place of residence are not included, the client may still be recognisable.

¹³ This applies to social-networking sites (for example, LinkedIn, Facebook, MySpace, blogs, emails, Twitter) and other electronic media.



Respect the client’s privacy and confidentiality – Guide

Confidentiality and privacy are related but distinct concepts.

Confidential information is about the data gathered about clients. Clients have an expectation that such information will only be disclosed in certain circumstances. Sharing information within the social work or interdisciplinary teams is, at times, essential for best client management or where a child’s or other people’s safety is at risk. However, if that confidential information is disclosed without authorisation or justification, then we say that the person’s privacy has been breached.

Privacy is more related to the person. People are entitled to a private life and to keep personal information to themselves. Privacy is related to the client’s expectation to be treated with dignity and respect. The social worker/client relationship is built on trust and clients will be reluctant to disclose their most personal information if they fear it will be disseminated beyond those who have a legitimate need to know. Any breach of this trust, even inadvertent, damages the particular social worker/client relationship and general trustworthiness of the social work profession.

You need to be aware of the laws, codes, regulations, and policies that relate to privacy and confidentiality. They are found in places such as (but not limited to):

- the Privacy Act 1993
- the Health and Disability Commissioner’s Code of Health and Disability Services Consumer Rights Regulations 1996
- the Health Information Privacy Code 1994
- employers’ policies or guidelines.

These outline when you can disclose information about a client. You may be able to disclose information about a client, for example, to prevent or lessen a serious and imminent threat to public health, public safety, or to the life or health of a client or another person (see Health Information Privacy Code, Rule 11).

The decision not to advise a client of the disclosure of information requires careful consideration. This is likely to occur only in very exceptional circumstances, such as when notifying them about the disclosure would expose others to risk (for example, in some child-protection matters) or where there is a specific requirement that prohibits such a disclosure.

Consult with senior colleagues and other appropriate professionals (including seeking legal advice) before disclosing information without your client’s consent.

See the websites of the Health and Disability Commissioner and the Office of the Privacy Commissioner for more detailed information.



**Discussing clients or
'cases' in public or on
social media**

New Zealand is a very small country and you may not be aware of connections between clients, colleagues, and other people. Discussing client information in public, whether names are used or not, is not appropriate. People can still be identified.

The same standards of conduct are expected when you use social media and social networking sites such as Facebook, blogs, Twitter, and others. These are, in effect, all public spaces where you have little control over where the information goes. It is your responsibility to ensure your clients' information is kept confidential.



Principle 8

Work openly and respectfully with colleagues

You are expected to:

- 8.1 communicate with colleagues with courtesy, openness, and honesty
- 8.2 work cooperatively with colleagues when such cooperation serves the well-being and the best interests of clients
- 8.3 resolve any conflict with colleagues respectfully and constructively
- 8.4 never bully, harass, or discriminate against colleagues
- 8.5 abstain from sexual relationships or any form of sexual interaction with supervisees or social work students
- 8.6 respectfully challenge any discriminatory practices by colleagues
- 8.7 not discuss colleagues in public places or on social media
- 8.8 not undermine or damage the reputation and character of colleagues by making malicious or unfounded criticisms of them – this may undermine clients’ trust in the social work (and other) services they may have received or may receive
- 8.9 share knowledge, experience, and ideas to promote further education and training
- 8.10 if confronted by a colleague’s professional negligence, misconduct or unethical behaviour, address the matter through established organisational or legal channels. If it is unable to be resolved through discussion or the matter is serious, report it to the SWRB or the appropriate authority, especially if the matter is dangerous, discriminatory, abusive, or exploitative.



Work openly and respectfully with colleagues – Guide

It is important that social workers are able to have and maintain respectful professional relationships with both social work colleagues and colleagues from other disciplines. Unresolved conflict or poor working relationships between colleagues can adversely affect clients. Collaboration is an essential social work skill and free-flowing communication between social workers and colleagues lets people learn from each other. It also prevents double-up situations with colleagues from other disciplines. If people hesitate to ask for help or for clarification, or worse, avoid one another, collaboration and teamwork is compromised. This could have a negative impact on clients.

You and your colleagues come from a very diverse range of backgrounds, so you need to be culturally safe – that is, have respect for, and be open to, people different to you.

If confronted by professional misconduct, you have an ethical duty to report it to your manager, employer, to the SWRB, or to the appropriate authority.

If you are an employee or former employee of a public or private sector workplace and are aware of serious wrongdoing – that is, corrupt, unlawful, or gross negligent use of public money or resources, conduct posing a risk to public health and safety or the environment, or any criminal offence – you may be protected under the ‘whistle-blower’ legislation (the Protected Disclosures Act 2000). More information about this legislation is available on the Office of the Ombudsman’s website (see www.ombudsman.parliament.nz).

Sexual interaction with supervisees or students

There is also an obvious and direct power imbalance between a social work supervisor and supervisee. A social work student is also in a vulnerable position to a social worker. Consequently the profession considers that any sexual interaction, sexual behaviour, or sexual relationship with supervisees and/or students is unacceptable.



Principle 9

Maintain public trust and confidence in the social work profession

You are expected to:

- 9.1 maintain a high standard of professional and personal behaviour – avoid activities, work, or non-work that may in any way bring the social work profession into disrepute; the same standards of conduct are expected when using social media and electronic forms of communication
- 9.2 refrain from acting in ways that can be interpreted as, or actually result in you (or those close to you) gaining personal benefit from your social work position
- 9.3 provide accurate, factual information about your knowledge, skills, statutory status, training, qualifications, and experience
- 9.4 protect yourself and other people from unnecessary risk
- 9.5 never use or condone the use of violence
- 9.6 work cooperatively with, and be honest, open, and constructive in your dealings with managers, employers, the SWRB, and other authorities
- 9.7 cooperate fully with any formal inquiries or investigations of any kind
- 9.8 inform the SWRB, without delay, if anywhere in the world you have been charged with or found guilty of a criminal offence, have been dismissed or suspended from work, or have resigned for reasons relating to competence or conduct.



Maintain public trust and confidence in the social work profession – Guide

It is important that you avoid behaving in a way – both inside and outside of work – that may bring the social work profession into disrepute or call into question your suitability to be a social worker. The SWRB has from time to time received complaints about the behaviour of a social worker in their private or personal life. This shows that members of the public hold certain expectations about individual social workers.

For conduct outside of work to be sufficiently serious to warrant discipline, it has to have a direct relationship with your professional behaviour or there has to be a connection with your professional position to bring discredit on the profession.¹⁴ For example, if you work as an Alcohol and Drug Counsellor and a client with an alcohol and drug issue sees you very drunk at a restaurant, it could affect your professional relationship and inadvertently cause harm to the client, as it may be at odds with how the client perceives you in a professional capacity. While the SWRB does not wish to intrude into the personal lives of individual social workers, it does have a responsibility to ensure the safety of the public and also to ensure that Registered Social Workers do not behave in ways that reflect adversely on their fitness to practise, or affect clients, or bring the social work profession into disrepute.

Any Registered Social Worker convicted of an offence punishable by imprisonment for a term of three months or more will have to come before a Complaints Assessment Committee (see Part 4 of the Social Workers Registration Act 2003). Some convictions will obviously reflect adversely on the social work profession (for example, violence or sexual offences). Some convictions may be less clear-cut (for example, a one-off drink-driving offence).

Social media

You must carefully consider what you post or write on social media (such as Facebook, Twitter, blogs, and so on). Before posting anything, think about who could see it. Remember that anything posted online can potentially be seen by a wider audience than originally intended. Consider all online posts to be public and permanent. (See the guide for Principle 10 for further details.)

Cooperating with investigations

Being a professional means that working cooperatively with managers, employers, the SWRB, and other authorities is important. You are expected to cooperate with any formal enquiry and to provide honest and accurate information. You must not withhold relevant information from any formal investigation or try to contact or influence any complainants or witnesses except where directed by the relevant authority.

You do, however, have the right to not give evidence that may lead to criminal proceedings being taken against you. Seek legal advice if you think you need to be represented or are unsure of your rights and/or obligations.

¹⁴ *Collie v Nursing Council of New Zealand* [2001] NZAR 74; see also *The Complaints Assessment Committee v Whitwell* New Zealand Teachers Disciplinary Tribunal 2011/7.



Principle 10

Keep accurate records and use technology effectively and safely

You are expected to:

- 10.1 keep clear and accurate records
- 10.2 make these records at the same time the events being recorded or as soon as possible afterwards and clearly attribute them to yourself
- 10.3 not tamper with original records in any way
- 10.4 take special care to protect client privacy and client information when using technology and/or electronic records
- 10.5 be proficient in the skills required to use any technology when providing social work services and to seek appropriate training to stay current with emerging technologies to ensure competent and safe practice
- 10.6 be aware of the dynamics, advantages, and limitations of technology-based interactions and the ways in which technology-based social work practice can be safely and appropriately conducted – it's your responsibility to:
 - manage any associated risks when using technology – consider the destiny of data and be aware that all posts on social networking sites are public and permanent
 - set and maintain clear and appropriate personal and professional boundaries in all forms of communication, including face-to-face contact, written, telephone, and online communications¹⁵
- 10.7 act in accordance with the ANZASW Code of Ethics, this Code, and any other relevant regulations, policies, or laws when providing any service by electronic means, including the telephone
- 10.8 follow the standards that would be applied in a face-to-face supervisory relationship when using or providing supervision by technological means.

¹⁵ Online communication includes but is not limited to all social networking sites, emails, blogs, and instant messaging.



Keep accurate records and use technology effectively and safely – Guide

Records

Maintaining and managing accurate and objective records of your interactions with clients is a fundamental part of good social work practice. Accurate documentation of practice decisions and interventions provides a clear record of the nature of social work involvement with clients and progress in achieving established goals. These records also support the continuity of services to a client if they are transferred to another professional. This may be especially important in situations where you are operating as an individual private practitioner.

You also need to be aware of the part that accurate and contemporaneous record-keeping plays in any complaints procedure. Accurate recording not only protects clients, but also protects you as a social worker.

Using technology

The past two decades have witnessed an immense expansion of the use of technology in social work practice. Emailing, texting, posting online, and the commonplace sharing of information on social media are exciting and valuable tools for social workers. They allow for easier, more efficient, and more immediate ways of keeping in close contact with clients and colleagues. Handheld devices have sped this up even more over the past few years. However, they have also often reduced the time taken to consider whether a post, email, or text is appropriate and the consequences of that action. You should always use technology with caution and with the best interests of the client as the foremost consideration.

The following provides some guidelines as to what is appropriate use of technology, but it does not and cannot cover all forms of behaviour when using technology. In general, traditional expectations regarding the conduct of social workers still apply in this non-traditional context. Maintain all professional standards, including when using online social media. Always consider the destiny of the data sent or posted.

Social media

Once information has been posted online it can remain traceable even if it is later deleted. It can be almost impossible to remove and can quickly spread beyond a person's control. Consider all online posts to be public and permanent.

You may have a personal online profile. Clients may search for information on the internet about you, which may disclose considerable personal information and/or retrieve sites where disgruntled former clients post comments. Always be alert to the possibility that clients have a lot of prior knowledge about you, your family/whānau, your friends, and what you do in your leisure time. Make sure privacy settings are at the appropriate level of security.

Be very cautious about posting personal information if it is something you would prefer employers, employees, colleagues, allied health professionals, supervisees, or students not to know about you. You may unintentionally inform others of political, religious, or moral beliefs; social activities; details of family/whānau; and personal relationships. 'Employer surveys have found that between one-fifth and two-thirds of employers conduct internet searches, including social networking sites, and that some have turned down applicants as a result of their searches.'¹⁶

¹⁶ Parker, K (2010) and Paton, N. (2007) cited by Waikato DHB social media guidelines.



You also need to be aware that privacy settings are sometimes reset by the social networking site to a default setting which is not necessarily as stringent as your personalised setting. Check your privacy settings regularly.

If a colleague is putting themselves at risk on social media and behaving inappropriately, consider letting them know (in a discreet way) and encourage them to withdraw that information.

Avoid using social media as a way of disclosing professional misconduct such as in a 'whistle-blowing' scenario. Use the established and appropriate channels instead. The Office of the Ombudsman or the SWRB may be able to provide guidance in a 'whistle-blowing' scenario. Where you are in an organisation that you believe puts you or your clients at risk you need to contact the SWRB.

Confidentiality

The main risk around the use of social media is the disclosure of confidential information – that is, breaching a client's or a work colleague's privacy. There should be no reference to any client or personal disclosures about a colleague, manager, or an employer on a social website. Even if a client's identifying personal details are not included (such as their name or place of residence) their identity may be recognisable to others because of the information provided. Similarly the identity of an employer or manager may be deduced by inference.

Boundaries

Social media is informal and can encourage inadvertent and unintended boundary violations. Maintaining the boundary between you and your client is your responsibility.

Never make a 'friend request' to a client to become friends on a personal, non-work-related social-media site. It is strongly advised that you politely decline any requests from clients and former clients if they wish to be 'friends' on a personal, non-work-related site. Consider changing privacy settings so as it is not possible for clients to request this.

However, where social workers who have set up a work-related site to enable, for example, younger clients to connect and communicate with each other and/or their social worker and have a professional profile, the considerations may be very different. Guidance from a supervisor may be required.

Client privacy – online searches

Remember that you are bound by the principles in the Privacy Act 1993. These include that information collected should be connected to a function or activity of the agency and it is necessary to collect that information for that purpose.¹⁷ Personal information must not be collected by means that are unfair or intrude unreasonably on the personal affairs of the individual concerned.¹⁸

If you're doing an online search of a client without their consent, you may be breaching the Privacy Act and perhaps other ethical responsibilities. It could undermine the professional relationship, which is based on trust and confidence, as you hold the burden of the 'secret'. If you find yourself interested in investigating the online activities of your clients, question your reasons for this and if necessary, discuss the issue in professional supervision.

¹⁷ Privacy Principle, Number 1.

¹⁸ Privacy Principle, Number 4.



Sometimes searching for information about clients online is professionally justifiable, such as in emergency or crisis situations. The actions taken and the reasons for it should be fully recorded.

Privacy settings

As stated above, check your privacy settings regularly. In 2009, Facebook updated its privacy policy and settings and automatically defaulted a large number of people back to far more public settings. Your name, profile photo, friends list, gender, geographic locations, and networks to which you belong to are considered 'publicly available'. Make sure you read the privacy policies attached to social media sites.

If you still have questions contact the New Zealand Privacy Commission (see www.privacy.org.nz).

Using technology with clients

Any use of technology that does not involve personal contact with the client carries some risk. There is the risk that you could miss signs of attitude, emotional state, and distress without the visual or auditory cues.¹⁹ It is always your responsibility to ensure that you provide services in a responsible manner and this may require personal contact. For example, if the professional relationship needs to be terminated, it may be more appropriate to write a client a letter instead of an email or text. Similarly, it may be more appropriate to discuss a sensitive issue with a client face to face rather than calling their mobile phone.

Agree with clients at the beginning of your professional relationship how you will communicate, what is an acceptable form of communication and for what situation(s), and any associated boundaries.

You need to be able to evaluate whether technology-based methods will provide the best assessments and interventions. It is your responsibility to stay up to date with emerging technologies and knowledge around using technology with clients.

Texting and emailing clients

Use texting sparingly, as mistakes can easily be made and messages can be misunderstood. Use more formal language, as using slang and more casual ways of communicating may confuse clients about the boundaries in the professional relationship. Texts can easily be accidentally sent to the wrong person. Sometimes they do not arrive and there is little way of checking this. They can also be read by someone else.

Email and texting are often seen as less formal ways of communicating and can create a perception that people are contactable and available at any time. Therefore you need to be aware that professional boundaries can become blurred when using these forms of communication. It is your responsibility to set clear boundaries around this. For example, you may want to agree with your client when text messages and or emails can be sent and when they will be answered.

If you text clients you don't need to transcribe all the texts and incorporate everything in the notes, but you should always record what is relevant to their ongoing care, any relevant information, decisions made about ongoing intervention or action, and any plans or advice given.²⁰

¹⁹ See HDC Case 09HDC01409, where a counsellor gave advice to a client by text and 11HDC00596 where a midwife gave advice to a pregnant woman by text message. In both cases there were tragic consequences, as key pieces of information were miscommunicated.

²⁰ See HDC Case 09HDC01409.



Treat all emails like open postcards that can be pinned to public notice boards. Emails can be altered without your consent and can be forwarded to anybody without consent. Use the 'reply to all' function carefully and conservatively.

Making a mistake

If you accidentally disclose something you shouldn't have, tell someone who can help as soon as possible.



Principle 11

Be responsible in research and publications

You are expected to:

- 11.1 undertake any research or publish any material in an ethical way
- 11.2 comply with all the obligations in this Code when engaging in teaching or research
- 11.3 gain informed consent from all participants to participate in the research
- 11.4 submit any research involving human participants to the appropriate ethics committee for approval
- 11.5 take all possible steps to protect participants from discomfort, harm, danger, or deception
- 11.6 accurately acknowledge all sources of information and ideas
- 11.7 not assert that personal statements made by you are made on behalf of other social workers, the SWRB, the ANZASW, or other organisations unless these parties are properly authorised in advance.



Be responsible in research and publications – Guide

Many organisations and sectors have ethics committees that oversee researchers' access to information about their clients and related business activities and provide professional perspectives on ethical issues. Examples of such research ethics committees include the Oranga Tamariki's Research Access Committee and the Justice Sector Committee. Tertiary education institutions also have their own ethics committees. The Ministry of Health has established seven Health and Disability Ethics Committees to provide ethical review of health and disability-related research in New Zealand. In broad terms, all health and disability-related research that involves human participants must be approved by one of the committees (see ethics.health.govt.nz).

The Health Research Council (HRC) has its own Ethics Committee. The Council has developed extensive guidelines on ethics in health research that include information on other relevant ethics committees (see www.hrc.govt.nz).

General advice for those conducting research, including best-practice guidelines on a range of subjects such as ethics, can be accessed from the Social Policy Evaluation and Research Committee (see <https://thehub.sia.govt.nz/resources/spear-good-practice-guidelines-2008/>). The Association of Social Science Researchers (ASSR) and the Australasian Evaluation Society (AES) also have their own codes of ethics.

