

CSWEANZ

FIT & PROPER SURVEY RESULTS

Compiled by on behalf of the fit and proper working group
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Welcome to My Survey

Thank you for participating in the CSWEANZ survey. Your feedback is important as it will assist us to:

1. Gain a picture of the processes that Schools of Social Work currently use in selection processes and declining applications, as well as ongoing assessment of fit and proper criteria within programmes;
2. Identify the fit and proper issues that emerge for Schools of Social Work;
3. Assist in the preparation of a report for CSWEANZ that will enable Schools to develop a shared understanding of the issues and to participate and contribute to national debate and development.

Part One of the survey relates to the process of assessing fit and proper criteria on selection of candidates.

Part Two identifies the formal processes your institute engages in throughout the four years of the social work programme to manage academic performance and disciplinary processes.

Part Three examines the embedded processes of assessment for fit and proper criteria used within the degree

Background to the project

- Data collected in 2015 relating to social work schools' assessment of 'fit and proper' criteria in the selection, education, retention and graduation of students.
- Survey sent out to 17 schools in August 2015 and again in October 2015
- 13 responses to the survey
- \$4,775 Unitec Metro Research Voucher 22 February 2016.
- The results are to be utilised for a report to CSWEANZ and will be shared with the Social Workers Registration Board in reviewing their policy on 'fit and proper' criteria for social work students and a publication based on the findings in a journal article.
- June CSWEANZ meeting raised the need for Maori and Pacific Island participation in the project, as well as participation of other CSWEANZ members. Information sent to five people who indicated interest but unfortunately no one was able to do the mahi.
- So this presentation is to provide the data but still needs to be put into report format

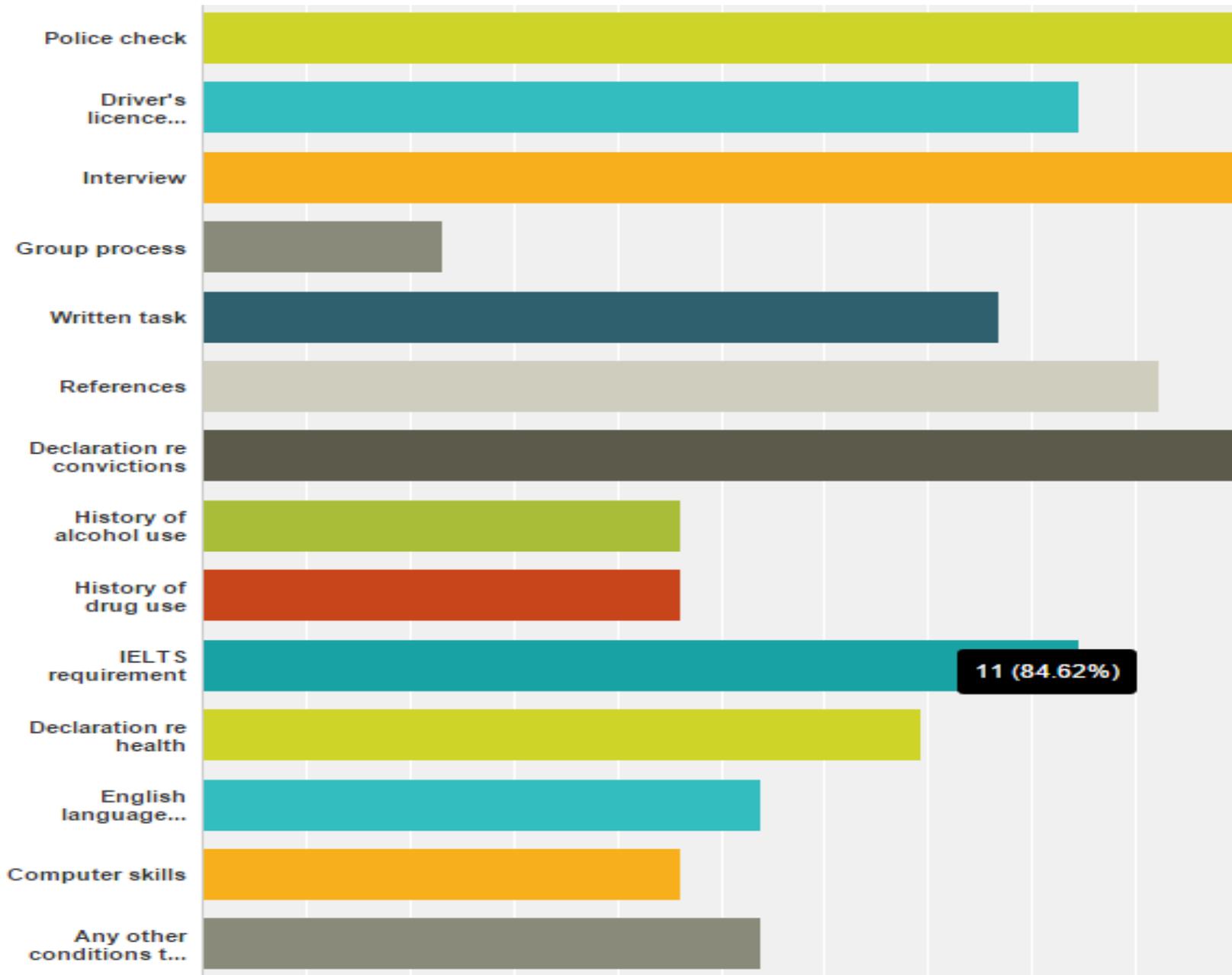
Question 1: Does marketing material for your degree mention the criteria required for admission to a Social Work programme?

Answer Choices–	Responses–
– Yes	92.31% 12
– No	7.69% 1
Total	13

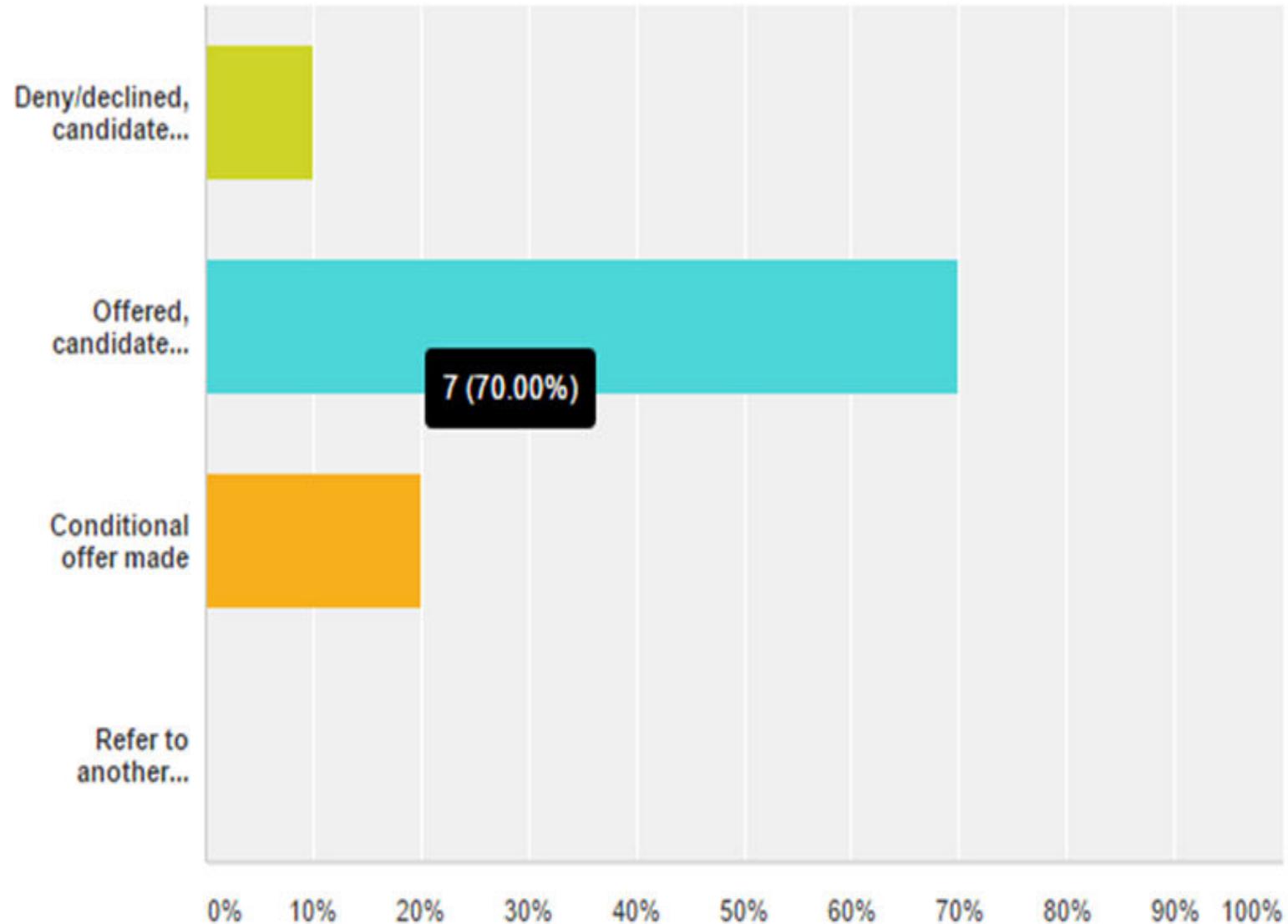
Table 1: Thirteen (100%) of schools agreed that their marketing material mentioned the fit and proper criteria for admission.

Question 2: How is fit and proper proficiency assessed during your selection processes?

Answer:
Predominantly police checks, interviews, and self-declarations, followed by references, then IELTS; written tasks, health declaration; English language requirements; computer skills, history of alcohol or drug abuse, and group processes.



Answered: 10 Skipped: 3



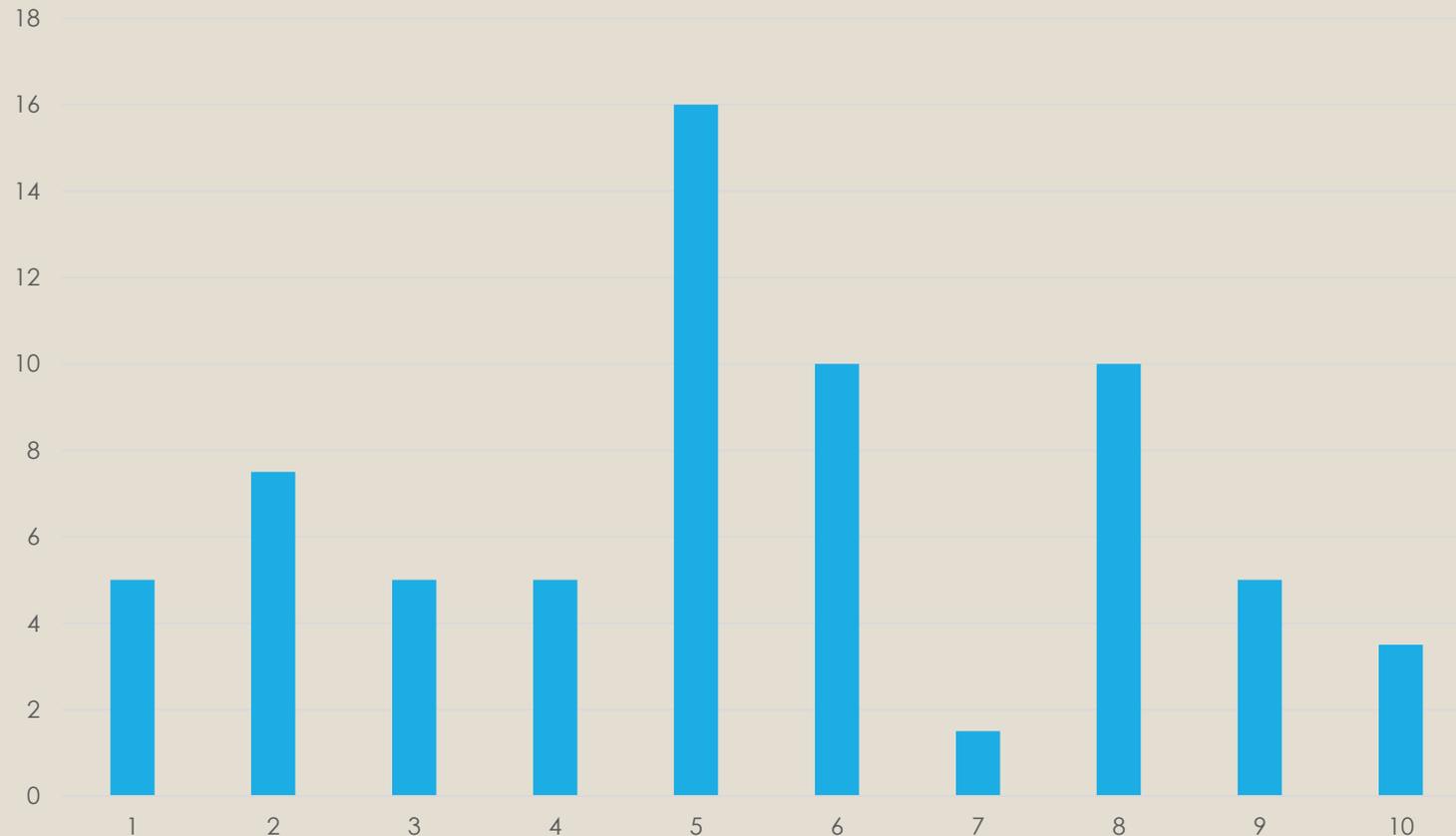
Question 3: What kinds of offers can be made within your programme ?

Answer:

Dominant category
-Offer of place 70%,
conditional offer
20%, deny-
declined 10%

Question 4: What is the approximate number and percentage of applications that are declined for fit and proper reasons?

% of applicants denied places



Answer:
Average across all programmes response is 6.85. However this is raised because of one school reportedly denying 16% of applicants. If this school is removed the average figure reduces to 5.8

Question 5: What are the reasons that you would refer to another programme?

Main Themes

- Does not meet fit & proper criteria
- Not ready personally or academically
- Not the appropriate level of study
- May feel another institute may be more suitable for them
- May feel that social work is not the profession that would suit them.

Question 6: What are the challenges you expect to encounter in terms of fit and proper criteria?

Main themes

- **Securing placements for people with convictions**
- **Mental health issues**
- **Drug and alcohol histories**
- **Competing tensions between embracing diversity and gatekeeping**
- **Applicant is promising, but from a strict SWRB perspective they may not be registerable**
- **Finding out after accepting an applicant, that they do not meet fit and proper criteria, issues with removing them, eligibility for registration, fear of litigation.**

Question 7: Do you have any other comments with regard to the assessment of fit and proper criteria during the selection process?

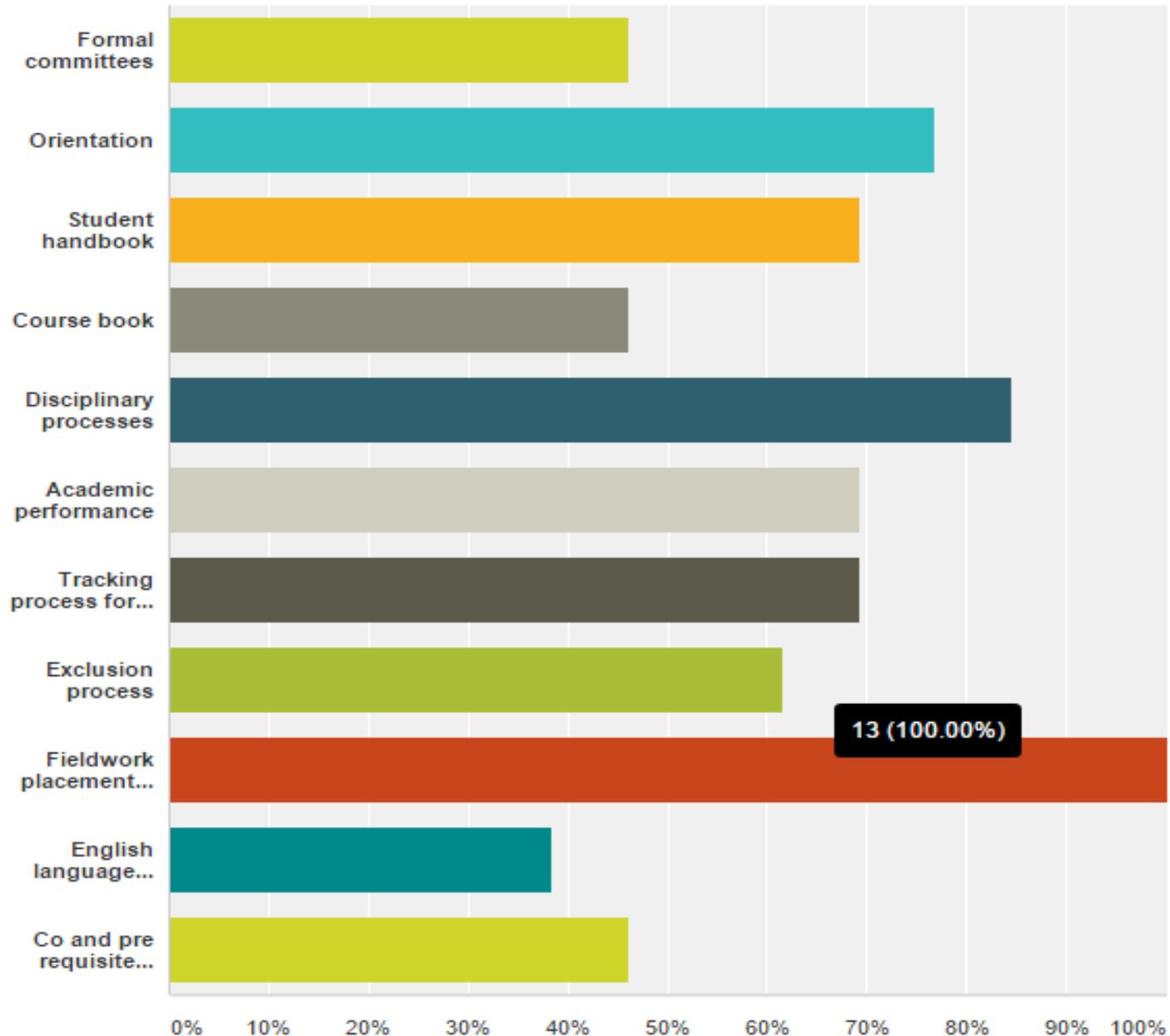
- **VCA, linked to funding of services will create a white, middle class profession**
- **Further assessment under the VCA will see up to 50% of applicants rejected.**
- **Current processes will disadvantage Maori and PI who have a disproportionate numbers of convictions**
- **Concerns about the lack of resulting diversity raised by a number of schools**
- **Working on the development of alternative selection criteria that is not interview based.**
- **Useful too consider/assess fit and proper at the end of each year**

Question 8: Are police checks carried out on students in all years of your social work programme?

Yes 61.54%

No 38.46%

Answered: 13 Skipped: 0



Question 9: Which formal processes do you engage in throughout the social work programme in reference to fit and proper criteria?

Answer:
Fieldwork placement is seen as the primary process for assessing fit & proper, followed by disciplinary processes.

Question 10: What is the make-up of your formal committees in terms of number, specialisation and ethnicity?

- **Two schools do not have a formal committee**
- **Seven schools have a diverse formal committee structure that consist of member of the academic team, fieldwork teams, programme and academic leaders, programme directors or heads of school, and student reps.**
- **Five schools noted that their academic committees are ethnically diverse and each of them also noted that they ensure participation of Maori Kaiarahi on the committee.**

Question 11: How do you measure academic performance?

- **Noho attendance**
- **Achievement based course assessment including; role plays, exams, tests, presentations, essays, case studies, court reports, participation, and attendance.**
- **GPA**
- **Competency based achievement including; skills groups, placements, participation, and attendance.**
- **Four schools also mentioned that they have a form of committee or regular meeting to assess student academic performance, student progression, suitability for practice and students of concern.**

Question 12: Would you please expand on your disciplinary processes, e.g. academic integrity (plagiarism), Kaupapa Maori processes?

- **Five schools have either a specific kaupapa Maori process, or Maori advisors who are involved or consulted in relation to disciplinary processes.**
- **Eleven schools mentioned a clear academic process as outlined by the institute that locates disciplinary issues under an institute wide policy**
- **Plagiarism processes mentioned by seven schools, three of which indicated that this is determined via the use of Turn-it-in**
- **One school notes that they do not regard plagiarism as being a 'fit and proper' issue.**

Question 13: Do you have a resubmit process and cultural support

- 10 Institutes have resubmit processes and 3 do not.
- Maori, Pacific, Asian, International support available or encouraged in 7 schools

Question 14: What are the exclusion processes that are used throughout the programme?

- **Admission, academic failure, concerns regarding behaviours, pre practicum interviews.**
- **Counselling out students who do not meet fit and proper criteria**
- **Pre-reqs not met**
- **Failing more than 50% of courses**
- **Probation for student with set criteria to be achieved/ plan to change/academic management/ Formal Academic Contract**
- **Conviction during degree**

Question 15: What is your fieldwork placement screening process?

- **Fieldwork coordinator assess 'the right fit' of students with agencies (2)**
- **Pre-practicum interview or meeting (9) or evaluation of readiness for practice (1 next slide)**
- **Police check (6)**
- **Updated CV or profile (4)**
- **Skills class or classes as pre-requisites (6)**
- **Signed disclosure statement from student re any identified physical or mental health concerns (1)**

Question 15: What is your fieldwork placement screening process? Cont

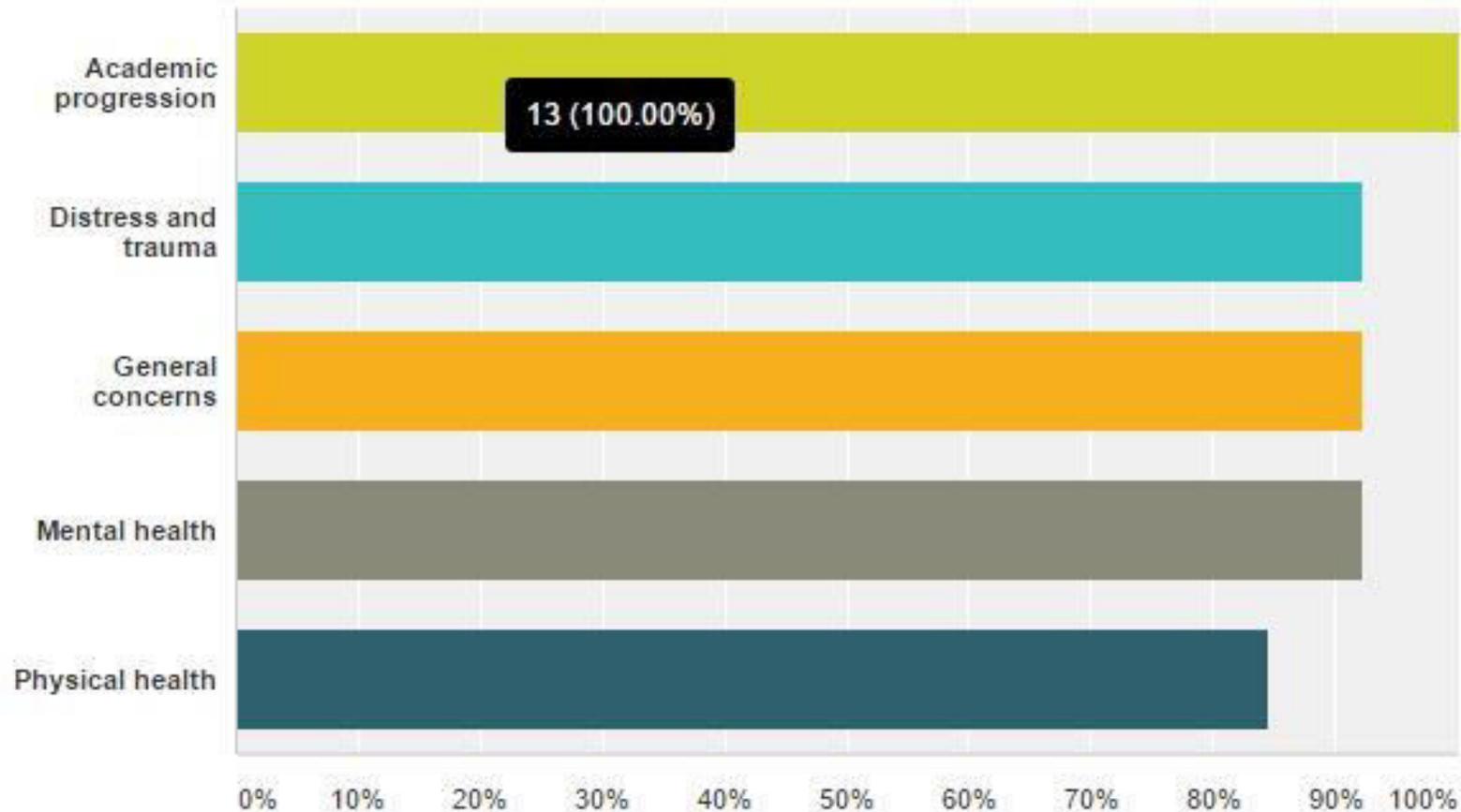
- **Evaluating Readiness to Progress. This includes; Stress management
Timeliness Hygiene and presentation Absenteeism Adapting to change
Motivation Capacity and willingness to reflect on, and incorporate
feedback Problem solving Emotional health Self-confidence Self care Self
awareness Ability to transfer learning from class to agency setting Self
management Relational capacity Effective and sensitive communication
Demonstrate willingness to seek advice / guidance where appropriate
Ethics and ethical decision making Legal framework in decision making
Shows respect for other cultures Boundaries Attendance at, and
preparation for, clinical supervision. Attendance at and preparation for
placement tutorials Confidentiality of placement / client information**

Question 16: How is English language proficiency assessed?

- **IELTS on admission for international students 11**
- **Interview 3**
- **Written work at application 4**

Please identify the type of student concerns you deal with.

Answered: 13 Skipped: 0



Question 17:
Please identify
the type of
student concerns
you deal with.

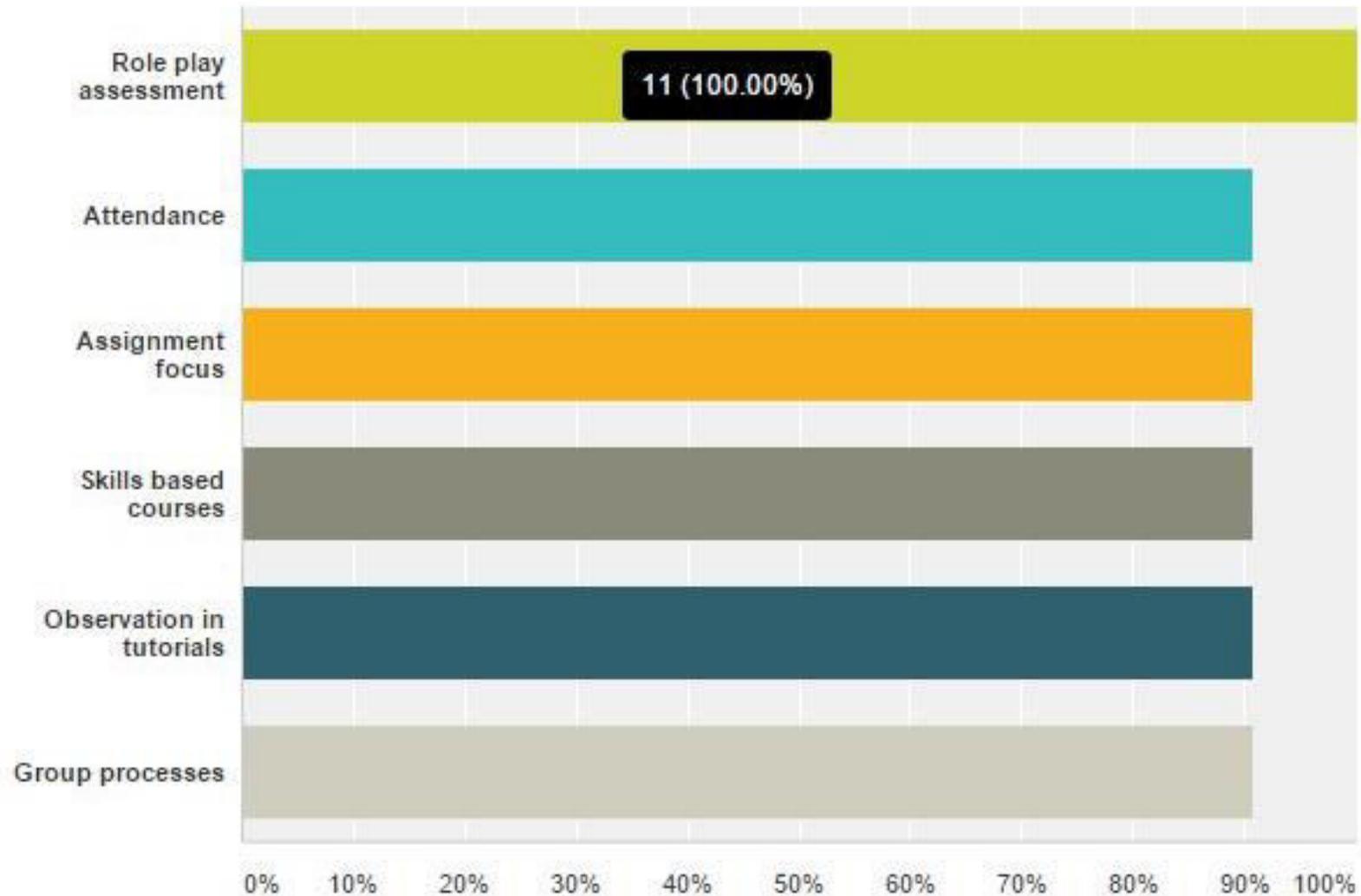
Answer:
Primarily academic
progression; followed
closely by the three
categories, distress &
trauma, general
concerns, mental
health, and lastly
physical health
concerns.

Question 18: What is the philosophy of the programme regarding fit and proper criteria?

- Don't specifically address fit and proper criteria
- Do not admit to programme if not likely to meet SWRB criteria OR invite student responsibility to manage eligibility
- Alert any potential candidates about repercussions of previous charges
- We believe lecturing staff must model fit and proper in the first instance
- Be mindful of the transformative nature of education- applications viewed as aspirational
- Assessment of F/P throughout the degree and all courses
- Fairness and equity balanced with protection of clients, public, profession
- We believe that the SWRB's criteria around fit and proper is unnecessarily dogmatic and out of step with social work principles of social justice
- SWRB fit and proper does not provide an adequate cultural perspective - developing our mauriora tool for this purpose as well
- Not straightforward!

How is fit and proper criteria assessed throughout the programme?

Answered: 11 Skipped: 2



Question 19: How is fit and proper criteria assessed throughout the programme?

Answer:

100% of respondents used role plays

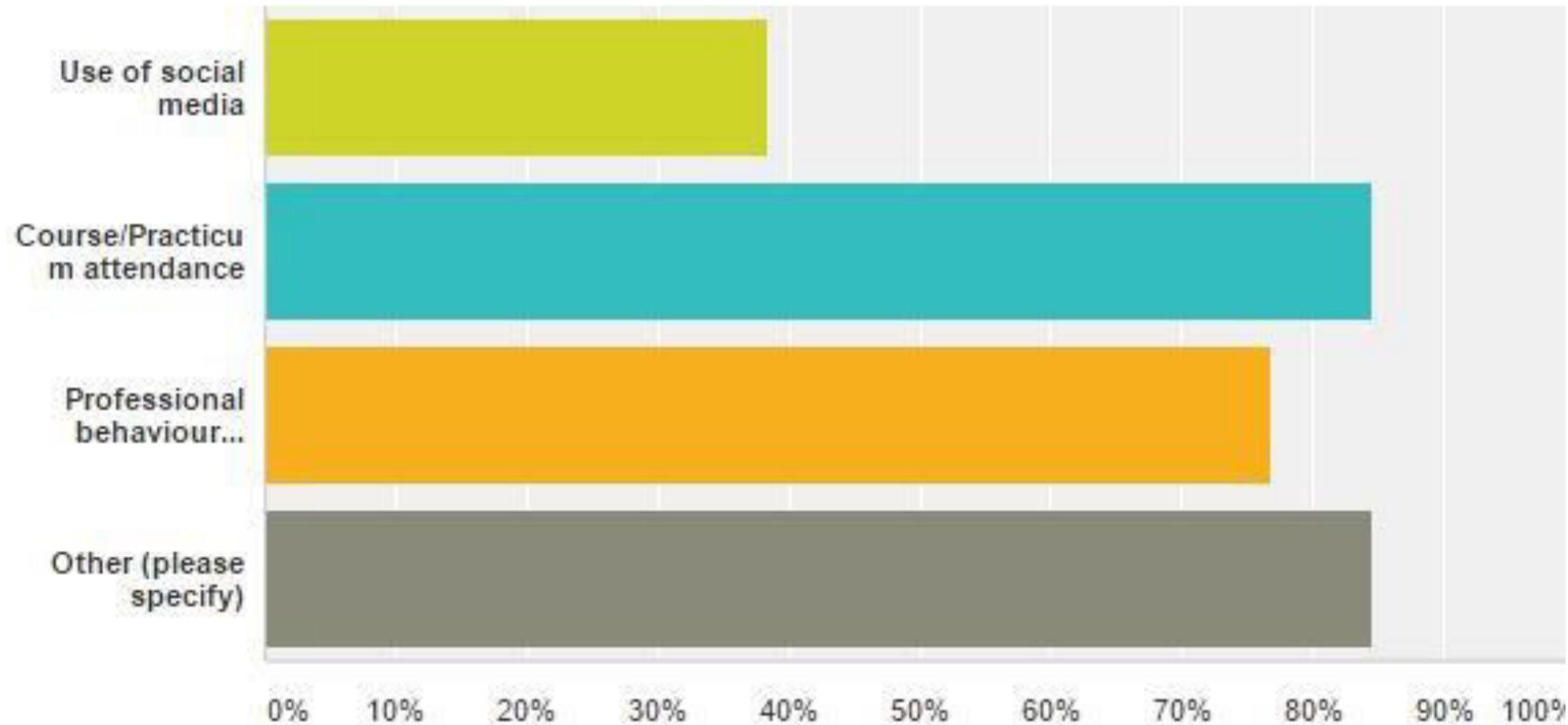
80% of all respondents equally used attendance criteria, assignments, skills courses, observations, and group processes

Customize

Export

How do you develop professional identity?

Answered: 13 Skipped: 0



Question 20: How do you develop professional identity?

Answer: 85% of respondents use the fieldwork practicum to assess students in the building of a professional identity.

78% mentioned the building of professional behaviour throughout the students journey.

40% mentioned the use of social media to ascertain professional identity

85% of respondents identified other criteria

If you would like to be contacted for further information about your responses, please note your contact details below.

- **8 respondents happy to be contacted for further information and 5 skipped this section**