Enhancing the readiness to practise of newly qualified social workers in Aotearoa New Zealand (Enhance R2P)

Report on Phase One
The Social Work Curriculum

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Contents

Introduction

As in other jurisdictions, social work education in Aotearoa New Zealand operates in a highly political and contested terrain. In recent years, criticism by public figures, including government ministers and the government-appointed Children's Commissioner, has stimulated debate within the profession. Significant policy developments, including a substantive government review of child protection services (Ministry of Social Development, 2015), have also increased scrutiny of the roles and capabilities of social workers and the quality of their initial education. For example, the Children's Commissioner (Children's Commissioner, 2015) commented that:

> Child Youth and Family reports that many new graduates they employ lack the required level of knowledge of child protection, youth justice, child development, mental health, addictions and family violence. This means new social workers need to learn these skills on the job. (p. 34)

However, in the absence of good quality, empirical evidence there is a risk that debates about the nature and quality of social work education rely on ill-founded, anecdotal comments by policy actors that direct social work education in ways that are less than optimal for student outcomes. In 2016, in response to these issues, the Enhance R2P research team submitted a successful application to the Ako Aotearoa[1] National Project Fund obtaining funding for a 3-year research programme titled *Enhancing the readiness to practise of newly qualified social workers* (known as Enhance R2P).

Enhance R2P involved a collaborative research team of social work academics from the Open Polytechnic of New Zealand, the University of Auckland, Massey University, the University of Canterbury, and the University of Otago. The social work regulatory body, the Social Workers Registration Board (SWRB), who monitor and recognise social work education programmes for the purposes of registration (Social Workers Registration Board, 2016), endorsed the project and were represented on the project's advisory group along with employers, professional associations, trade unions and the council of social work educators[2].

The ultimate aim of the project was to develop an evidence-informed, industry-agreed, professional capabilities framework that could be used to inform and guide the design of learning experiences, and continuing professional development opportunities, for social workers before and after the point of qualification. To ensure the professional capabilities framework was founded on solid evidence about the current nature of the curriculum, and accurate knowledge of the preparedness to practise of Newly Qualified Social Workers (NQSWs), the research project was designed in three distinct phases. Each of the three project phases focussed on one of the following three research questions:

Phase 1 (2016): What is the content of the current social work curriculum in Aotearoa New Zealand and how does it relate to the ten core competence standards of the Social Workers Registration Board?

Phase 2 (2017): How well-prepared are NQSWs (social workers in their first two years of practice) to enter professional social work, and how is their learning supported and enhanced in the workplace?

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1 Ako Aotearoa is the New Zealand centre for tertiary teaching excellence.
2 The project advisory group included: the Social Workers Registration Board, the Aotearoa New Zealand Association of Social Workers, the Council for Social Work Education in Aotearoa New Zealand, the Public Services Association, Tangata Whenua Social Workers Association, Tangata Whenua Voices, Oranga Tamariki, the National DHB Health Social Work Leaders Council, the New Zealand Council of Christian Social Services, Social Service Providers Aotearoa and Careerforce.

Phase 3 (2018): What are the professional capabilities, including cultural capabilities, we should expect of NQSWs and of social workers working at more experienced levels of practice?

In a very general sense, the curriculum is assumed to mean the syllabus or course of study undertaken by students enrolled in an educational programme. However, curriculum studies focussed on the process of learning reveal a much more complex and dynamic picture (Harden, 2001; Prideaux, 2003). The curriculum can be defined broadly as "a sophisticated blend of educational strategies, course content, learning outcomes, educational experiences, assessment, the educational environment and the individual students' learning style, personal timetable and program of work" (Harden, 2001, p. 123). Furthermore, there may be a significant difference between the official, or declared, curriculum and the actual curriculum taught in the classroom; educators, working autonomously, make learning and teaching choices based on their knowledge, experiences, and the realities of their classroom (or online) environments (Cuban, 1993). Both Harden (2001) and Prideaux (2003) take this idea further and differentiate the curriculum into three distinct categories (see Figure 1 below): the *declared* curriculum (what course designers intend students to learn), the *taught* curriculum (the curriculum as presented by tutors to students) and the *learned* curriculum (what the students actually learn).

This report discusses phase one of the Enhance R2P project, which focuses on the question: *What is the content of the current New Zealand social work curriculum and how does it relate to the ten core competence standards of the Social Workers Registration Board (SWRB)?* The primary method adopted for phase one – discussed in more detail below – was a documentary analysis of over 400 curriculum documents, followed by the creation of a taxonomy of over 600 educational terms used to map the curriculum and generate curriculum data visualisations. For a detailed discussion of the rationale and design of this method see Ballantyne et al. (2016a; 2016b; 2016c), Ballantyne, Beddoe, Maidment, Hay, and Walker (2017) and Ballantyne, Beddoe, Hay, Maidment, and Walker (2019).

THE DECLARED
CURRICULUM

what is assumed that
students are learning

THE TAUGHT
CURRICULUM

the curriculum that
is presented

THE LEARNED
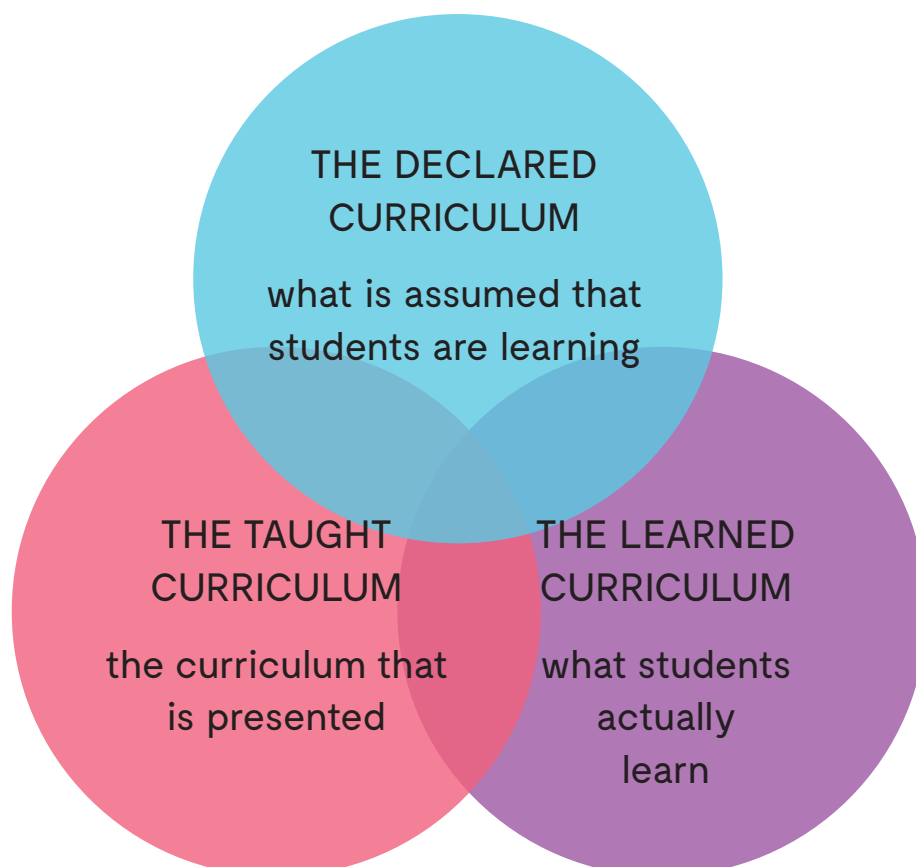CURRICULUM

what students
actually
learn

Figure 1: The three curricula (Harden, 2001, p. 124)

This method of analysing the declared curriculum was complemented with thematic analysis of content from focus groups of social work students and social work educators to provide further insights into the taught and the learned curriculum. Findings from the focus groups are discussed in part two of this report and more detailed explorations can be found in other published work, for example, Beddoe, Hay, Maidment, Ballantyne, and Walker (2018) provides an overview of findings on the perceptions of students and educators on graduate readiness to practise; field work experience is discussed in Hay, Maidment, Ballantyne, Beddoe, and Walker (2018); and trauma as a curriculum topic is explored in detail in Beddoe, Ballantyne, Maidment, Hay, and Walker (2019). Before discussing the research and its findings, it is important to recognise the influence on the curriculum of the regulatory environment in which social work education programmes are developed in Aotearoa New Zealand.

Regulating the social work curriculum

The structure and content of social work qualifying programmes in Aotearoa New Zealand are governed by two regulatory bodies: The New Zealand Qualifications Authority (NZQA) and the Social Workers Registration Board (SWRB). The NZQA has established a New Zealand Qualifications Framework (NZQF), which is incorporated in the Education Act 1989 (s. 248). All New Zealand Qualifications must be listed on the framework and approved in accordance with the rules of the framework (NZQA, 2016). These rules include a definition of qualification types, such as bachelor's degrees, bachelor honours degrees, and master's degrees.

In addition, the SWRB, as the professional regulatory body, is empowered by the Social Workers Registration Act 2003 (s. 99 (1)(f)) to recognise New Zealand educational qualifications for the purposes of registration and to stipulate standards for the recognition of programmes (SWRB, 2018). At the time of the research, social work registration was not mandatory in Aotearoa New Zealand, yet all programmes of social work sought to enable graduates to be able to register, and therefore complied with the SWRB programme recognition standards. Once recognised by the SWRB, programmes must participate in a SWRB re-recognition process once every five years. The four-year bachelor's programmes included in this study (and the main focus of this report) comprise 480 credits and would normally be divided into four years of full-time study (or up to eight years of part-time study) with approximately 120 credits each year, although this may vary. A post-graduate master's programme comprises at least 240 credits of study, usually over two years of full-time study (or up to 8 years of part-time study).

The New Zealand Qualifications Framework
The NZQF includes ten levels based on educational outcomes or levels of educational complexity (NZQA, 2016). A graduate of a bachelor's degree is expected to have completed a minimum of 360 credits from levels five to seven with at least 72 credits at level seven or higher. A graduate of a bachelor's degree with honours includes study at level eight and may be either a 480-credit degree, or a discrete 120-credit degree following a bachelor's degree. This degree has a minimum of 120 credits at level 8, with at least 30 of those credits including a research component. A postgraduate master's degree includes at least 240 credits unless it builds on a bachelor's degree with honours or equivalent, or significant relevant professional experience, in which cases it can be fewer than 240 but no fewer than 120 credits. It must comprise a minimum of 40 credits at level 9 with the remainder at level 8.

The accreditation standards of the Social Workers Registration Board
As the professional regulator of the social work profession, the SWRB is empowered by the Social Workers Registration Act 2003, s. 99 (1)(f) to recognise New Zealand educational qualifications for the purposes of registration. Even though registration is not yet mandatory in New Zealand, the power to recognise qualifications is significant and requires compliance with the SWRB (2018) programme recognition standards. These standards are additional to the approval and accreditation requirements of the Committee on University Academic Programmes (CUAP) and the New Zealand Qualifications Authority (NZQA).

The SWRB recognises generic entry to the profession at two educational qualification levels: at the undergraduate level, a 4-year full-time equivalent, 480 credit point bachelor's degree with a minimum of 210 credit points at level 7 on the New Zealand Qualification Framework (NZQF); at the postgraduate level, a 2-year full-time equivalent, 240 credit point master's level qualification with a minimum of 40 credit points at level 9 on the NZQF.

As well as setting a minimum number of credit points at undergraduate and postgraduate level, the SWRB (2018) programme recognition standards include expectations with regard to admission criteria, programme governance, stakeholder collaboration, staffing resources and, importantly for the present study, identifies expectations with regard to the curriculum and to field education. The curriculum standards are:

Table 1: Extract from SWRB programme recognition standards

	SWRB Standard 2: Curriculum
2.1	The curriculum will reflect the principles of social justice, human rights, collective responsibility and respect for diversities that are central to social work, underpinned by theories of social work, social sciences, humanities and indigenous knowledge.
2.2	The curriculum will be designed to ensure that the graduate achieves the competencies required for registration and will integrate relevant social work theory, research, ethical values and practice for achieving the core knowledge, processes, values and skills for contemporary social work practice in Aotearoa New Zealand and internationally.
2.3	The curriculum will be strongly focussed on social work practice, located within the current New Zealand and international contexts.
2.4	The curriculum will include relevant indigenous practice models and be cognisant of the articles of Te Tiriti o Waitangi in social service provision.
2.5	The curriculum will be designed to ensure graduates will be competent to practise social work: a) with Māori b) with different ethnic and cultural groups in New Zealand c) with people at different stages in their lifespan, and d) with individuals, families, groups and communities; whānau, hāpu and iwi in any given context.
2.6	The curriculum will be designed to ensure that graduates will have sufficient knowledge and skills to be a competent beginning practitioner in a range of scopes of practice including, but not limited to, statutory care and protection, health social work and community development social work.
2.7	In preparation for field education, the programme will provide social work skills teaching that develops interpersonal skills, self-awareness, social and emotional competence, appropriate professional conduct, reflective practice, awareness of the importance of supervision and risk assessment.
2.8	Programme delivery, especially at undergraduate level, draws on multidisciplinary input, particularly drawing from the disciplines of humanities, health sciences, social sciences, and law.
2.9	Distance programmes will have a minimum of 20 days face to face social work skills teaching over the course of the programme. These teaching days may not be considered as replacement for field education requirements.
2.10	All students must have marae-based experience.
2.11	Student assessment against the Social Workers Registration Board 10 core competencies may take place throughout the programme but the student must have demonstrated that they meet the competencies by the end of the programme.

Since standard 2.11 requires that students should be assessed against the SWRB ten core competence standards (SWRB, 2016), the following standards also shape the content of the social work curriculum:

— Competence to practise social work with Māori.
— Competence to practise social work with different ethnic and cultural groups in Aotearoa New Zealand.
— Competence to work respectfully and inclusively with diversity and difference in practice.
— Competence to promote the principles of human rights and social and economic justice.
— Competence to engage in practice which promotes social change.
— Competence to understand and articulate social work theories, indigenous practice knowledge, other relevant theories, and social work practice methods and models.
— Competence to apply critical thinking to inform and communicate professional judgments.
— Competence to promote empowerment of people and communities to enable positive change.
— Competence to practise within legal and ethical boundaries of the social work profession.
— Represents the social work profession with integrity and professionalism.

Although these regulatory requirements have a powerful influence on the shape of the curriculum, as we will see in the discussion below, there is considerable scope for individual providers to offer distinctive programmes of study.

Mapping the declared curriculum
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Introduction

This section of the report discusses methods, findings and conclusions from the curriculum mapping part of our research based on an analysis of 402 curriculum documents. To provide a coherent answer to our research question – What is the content of the current social work curriculum in Aotearoa New Zealand and how does it relate to the ten core competence standards of the Social Workers Registration Board? – the project team relied on several different technologies and approaches drawn from the broad fields of information science (taxonomy development and relational database design) and data science (data visualisation). The methods discussed in part one explore the declared curriculum, part two of this report will discuss findings from focus groups of social work educators and students to illuminate the taught and the learned curricula.

Method

Participants

In Aotearoa New Zealand, at the time of the study, there were 17 tertiary education institutions (nine polytechnics, five universities, two wānanga, and one private tertiary institution) offering 19 recognised social work programmes to over 3,000 students each year (Social Workers Registration Board, 2018). Because some institutions offered more than one recognised programme (a bachelor of social work and a masters of social work, for example), there were 22 social work programmes in total. Fourteen (82%) of the seventeen tertiary education institutions (TEIs) agreed to participate in the Enhance R2P study, and between them they offered 19 (86%) of all recognised social work programmes. Of the 19 programmes included in the study, 14 were bachelor's degree programmes, two were bachelor's honours degree programmes, and three were master's degree programmes. It is important to note that neither of the two wānanga offering recognised social work programmes agreed to take part in the study; therefore, the findings reflect the curricula of the mainstream programmes, although all state they are committed to bicultural practice.

Ethics approval was obtained from the University of Canterbury Ethics Committee for this part of the study. The letter of invitation sent to each participating institution invited them to send relevant curriculum documentation, defined as:

> … documents that describe the current curriculum of the programme(s) … The primary documents of interest are course descriptors that describe each course (including electives) in terms of their learning outcomes, content, teaching methods and assessment tasks.

Over 400 course curriculum documents were submitted by the tertiary institutions participating in the Enhance R2P study. These documents (classified in Table 2) formed the core dataset for documentary analysis.

Table 2: The enhance r2p dataset

The Enhance R2P dataset	Totals
Participating tertiary institutions	14
Polytechnics / Private Training Institutes	9
Universities	5
Participating SWRB-recognised social work programmes	19
Bachelor's degrees	14
Bachelor's Honours degrees	2
Master's degrees	3
Course descriptors obtained for analysis	402
Compulsory courses	353
Elective courses[3]	49
NZQF level 5 courses (1st year)	117
NZQF level 6 courses (2nd year)	101
NZQF level 7 courses (3rd & 4th year)[4]	148
NZQF level 8 courses (Honours)[5]	12
NZQF level 9 courses (Master's)[6]	32
Courses with a value between 15 to 20 credits / points	328
Courses with a value between 30 to 45 credits / points	70
Courses with a value between 60 to 90 credits / points	4

Taxonomy development

A content analysis of the curriculum documents of participating institutions was undertaken to enable the research team to map topics and characterise the elements in common across programmes. However, to describe and classify a variety of course documents from different institutions in a consistent fashion, required addressing the problem that different terms can be used in different curricula to express the same concept, and the same terms used to express different concepts. One well-established method to tackle this problem is to develop a standardised format, such as a controlled vocabulary or taxonomy, to classify key topics (Hedden, 2008, 2016; Lambe, 2007).

To create the taxonomy of terms for the Enhance RP2 project, the team analysed the curriculum documents to identify the most significant terms used to describe key topics in the current social work curriculum (see technical reports one and two for details, Ballantyne et al., 2016a; 2016b). In doing so, the team were creating a descriptive, retrospective taxonomy of terms in use, rather than an ideal or prospective taxonomy of terms that ought to be taught.

The course descriptors were saved in Microsoft Word™ doc format, labelled with unique file names, and ingested into the qualitative data analysis software NVivo™ for initial analysis. NVivo™ was used to identify key topics or terms within each document and any synonyms or equivalent terms used. The identification of terms, and their relationships, was undertaken by a research assistant with specialist library and information science qualifications, who then consulted with the wider team. In addition, a draft version was made available to all participating institutions for their comment and feedback before the taxonomy was agreed. The project team also referred to three pre-existing controlled vocabularies

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3 'Elective' includes courses within the same programme that are core for one stream of study but elective for another.
4 Three level 7 (4th year) courses are also taught as level 8 (Honours) courses.
5 Five level 8 (Honours) courses are also taught as level 9 (Masters) courses.
6 Five level 8 (Honours) courses are also taught as level 9 (Masters) courses.

as a source of disambiguation: the U.S. Library of Congress Subject Headings (Library of Congress, 2018), Ngā Upoko Tukutuku/Māori Subject Headings (National Library, 2018) and the UK Social Care Online Thesaurus (Social Care Institute for Excellence, 2016). The international standards document ANSI/NISO Z39.19–2005 (2010) *Guidelines for the Construction, Format and Management of Monolingual Controlled Vocabularies* was also referred to for guidance on the format in which terms are expressed (e.g., grammatical form, singular and plural nouns, capitalisation, etc.). On completion, the taxonomy – named *Terms for Indexing Social Work Education in Aotearoa New Zealand* (TISWEANZ) – included over 600 unique terms, 15% of which were terms in te reo Māori. The complete taxonomy is included in Technical Report Three (Ballantyne et al., 2016c).

The curriculum document database design

In order to store, classify, explore, and report on the curriculum documents, the team commissioned the design of a curriculum database. We engaged with a database designer and agreed requirements for the database design. The specification included that the database was to be web-based but secure and accessible only by authorised project team members who would require access to ingest and classify the documents. The requirements specification for the database design stated that it should include the following twelve tables:

1. Institutions: a unique code to denote each of the 14 participant institutions (from TEI01 to TEI14).
2. Education levels: a unique code to denote each one of the New Zealand Qualifications Authority educational levels from L5 (first year undergraduate) to L9 (master's level).
3. Institution types: A unique code to denote one of three institution types (University, Polytechnic, or Private Tertiary Education provider).
4. Programme types: A unique code to identify undergraduate or postgraduate courses.
5. Competency types: A unique code to denote each one of the 10 core competence standards of the Social Workers Registration Board (from 001 to 010).
6. Curriculum documents: A unique code to denote a particular curriculum document (e.g., ARA01L5C).
7. Curriculum document competencies: A table linking particular curriculum documents with one or more of the 10 core competence standards.
8. Course status types: A unique code to denote whether a course is compulsory or elective.
9. Terms: A unique code to denote each of the 616 taxonomy terms (e.g., 0000021 Addiction).
10. Term linkage types: Codes to denote the five term linkage types used in the taxonomy. Preferred term USE; non-preferred term UF; broader term BT; narrower term NT; related term RT.
11. Term linkages: This is a link table that links one term to another term using one of the previous term linkage types. Each term can relate to many other terms in multiple ways.
12. Curriculum document primary term links: This is the main link table that will link curriculum documents to terms within the document. This will enable deeper analysis of the curriculum document using the term linkages table.

Once all 402 curriculum documents were ingested into the database, and classified using the previous categories, the team were able to run reports in order to show where, according to the curriculum documentation, key topics are declared to be taught in the social work curriculum. The database can be searched by a term from the taxonomy and reports produced that identify the courses in which key topics are said to be taught, the educational levels at which topics are taught, whether a course is compulsory or elective and so on. The database reports can identify courses and terms from a single institution, across all institutions, or focus, for example, on undergraduate or postgraduate programmes.

While this functionality is useful, the dataset is so big, and the relationships so complex, that analysis is not easy. When we consider all of the relationships between the documents and the codes used to classify them there are 7,310 relationships between the documents and different elements of the classification system (the taxonomy of terms plus the metadata codes such as, for example, institution type or course status identified previously). To realise the true potential of curriculum mapping the research team needed a way to visualise the data.

Curriculum data visualisation

The Enhance R2P curriculum document database enabled the research team to map the relationships between course documents, taxonomy terms, and competencies, and to produce reports that listed those relationships in tabular format. However, to visualise the curriculum required an additional step. There are a number of data visualisation applications capable of converting tables to graphs, but the one chosen by the project team was Tableau™. A complete table of the relationships between courses and terms could be exported from the curriculum database in Excel™ format and imported into Tableau™ for exploration.

Findings

The curriculum mapping findings from the study are presented below in four sections: the first, describes some overarching curriculum design issues; the second provides a high-level analysis of social work programme content at the level of course titles; the third explores the overall frequency with which key educational terms occur within courses in the curriculum; and the final section delves into key areas where stakeholders have expressed concern about curriculum content.

1. Curriculum design

Irrespective of the academic content, there are three main ways in which the architecture of a tertiary education institution's (TEI) programme of study can differ; the credit-point size of the courses, the use of electives and the educational level at which key courses are taught. An undergraduate or postgraduate course or paper is the basic structural element, or building block, of any programme with its content indicated by a title, learning outcomes and description of the topics taught. The size of an undergraduate or postgraduate course is determined by the number of credits associated with it; a metric that, at the time of writing, is linked to a number of notional learning hours (one credit being equal to ten hours of learning).

All fourteen of our participant TEIs offer a bachelor's programme with a range of different titles. All of the bachelor's programmes include 480 credit points, as required by the changes made to the SWRB programme recognition standards (SWRB, 2018). Since the SWRB 480-point credit requirement was relatively recent, many of the courses included in our study were new and, although course descriptors were complete, some courses had not yet been offered to students at the time of data collection (the study captures course descriptors that were current in the academic year 2015/16).

The allocation of credits to a course is an important way of differentiating its emphasis within the curriculum. For example, the only course type that occurs within every social work programme is field work, or the field work placement course, which is a requirement of the SWRB. Taken together the field work courses account for the highest number of credits, and therefore student effort, in each programme. However, this apparent consistency conceals considerable divergence in the number of credits (and therefore learning hours) associated with field work placement, which ranges from one programme that allocates a total of 60 credits to field work placements, to two others that allocate 120 credits to field work (or 25% of the credits in the overall degree).

Another important structural parameter is the educational level at which a course is located, as described in the New Zealand Qualifications Framework (NZQA, 2016). Higher-level courses carry an expectation of more sophisticated levels of understanding and have more complex assessment tasks. As we will discover in the analysis that follows, for sound educational reasons, some course types tend to be located at introductory or advanced levels (for example, introductory social science courses at level five and research courses set at level seven). In other cases, and also for sound educational reasons, a topic may recur across a programme; being introduced at level five and then explored again in greater depth and detail at higher levels.

The inclusion of electives in programmes offers students a way of tailoring their study to a particular area of interest. Although, arguably, in a regulated professional qualification, electives should not detract from the core curriculum. Of the 14 bachelor's programmes offered by our participants, 43% (n=6) offered electives and 57% (n=8) offered no electives. The elective options were concentrated mostly in university programmes with all but one of the five university participants including elective options. Of the eight polytechnics and one private tertiary institute participating, only two offered elective options. The four-year bachelor's programmes varied in terms of the number of credit points that elective courses could contribute to their 480-credit point degree, the number of elective courses available to choose from and the level at which electives were offered. The number of credits that could be derived from elective courses ranged from 15 credits in one programme to 92 (or 19% of the degree) in another.

In some institutions, elective courses were closely related to what might be considered social work knowledge and skills in specialist areas of practice (for example elective courses on *disability* or *family violence*). In others, elective courses could be taken from a broader range of social science disciplines, less directly related to the practice of social work. Since our project was focussed on the core social work curriculum, our analysis of curriculum documents included only those elective courses that the research team considered to be core to social work knowledge and skills.

2. Mapping course titles

The team intended from the outset of the project to undertake a fine-grained analysis of the curriculum at the level of individual educational topics within each course. However, this granular analysis does not reveal the main structural elements of curricula, which are the building blocks of courses making up a programme. One way of trying to visualise these macro level elements is to identify the overarching topics associated with each course: these are, usually, topics used in the course title or purpose statement, such as *law, social policy, or human development*. As a preliminary analysis, the taxonomy terms were used to identify what appeared to be between one and three key topics associated with the title and purpose of each course and then the team selected the most significant of those topics, or the term that best summarised the main content domain. In some cases, this was a relatively clear choice; for example, several courses were entitled *human development* and every programme had at least two *field work* courses. In other cases, the title and purpose were more ambiguous or the title had two or three related terms; for example, *social policy and the law*. Nonetheless, by sticking to the crude data reduction strategy of identifying a single term for each course we obtained a rough and ready overview of top-level topics.

Table 3 offers an overview of all 402 course descriptors included in our study, mapped to a single key course term and including data on educational level (from level 5 to level 9); this mapping does not distinguish postgraduate from undergraduate courses, or compulsory from elective courses. Using this crude approach to data reduction, based on analysing titles and statements of purpose, our 402 course descriptors can be reduced to 55 key course types. This offers an interesting, high-level overview of the curriculum and illustrates course types that occur most frequently, and the educational levels at which they are concentrated. So, for example, *research* is the most common course type and appears most frequently at level seven (typically the third year of a degree). Other course types such as *human development* and *sociology* tend to cluster at level five, probably as part of a broad first year introduction to the social sciences.

Courses focussed on the *Treaty of Waitangi* and *Te Ao Māori* also tend to be introduced at level five. What is also clear from Table 3 is that there are many courses organised around a particular theme that are found at only a few institutions. In fact, in seventeen instances, or around a third of course types identified, the course occurred at only one institution; this included course types focussed on family violence, disabilities, risk assessment and youth justice. However, it is critical to note that, although the key topic selected for courses reveals something about overall curricular emphasis, it does not do

Table 3: All social work courses mapped to key course terms showing course educational level

Key Course Topic	L5	L6	L7	L7/L8	L8	L8/L9	L9	Grand Total
				Educational Level				
Research	1	9	19		3		6	38
Field work		3	24	1	1		6	35
Social work theory	5	11	12				4	32
Social policy	6	6	12				2	26
Social work skills	4	5	11			1	1	22
Professional development	9	5	2				1	17
Te ao Māori	11	2	2				1	16
Community work	3	4	7	1				15
Sociology	11	2	1			1		15
Fields of practice	5	4	2				1	12
Human development	10	2						12
Treaty of Waitangi	7	4	1					12
Psychology	8	2					1	11
Te reo Māori	9	2						11
Bicultural practice	1	3	5				1	10
Law		5	3				1	9
Communication skills	6	1						7
Mental health		2	4			1		7
Diversity	1	4	1					6
Families	1	3	2					6
Management			5				1	6
Youth	1	2	3					6
Children		1	3	1				5
Indigenous people	1	2	2					5
Self-awareness	4		1					5
Child protection		2	2					4
Groupwork		2	2					4
Health	2	1	1					4
Integrated practice frame..		1	2				1	4
Pasifika peoples	2	1	1					4
Academic literacy	2	1						3
Counselling			3					3
Grief			2			1		3
Abuse		1	1					2
Cross-cultural practice	1		1					2
Inequality	1	1						2
Older people			2					2
Social justice			2					2
Advocacy		1						1
Critical thinking skills	1							1
Decision-making			1					1
Disabilities		1						1
Faith-based practice	1							1
Family violence		1						1
Financial literacy	1							1
Gender		1						1
Government		1						1
Human rights		1						1
Kaupapa Māori			1					1
Māori practice models			1					1
Migrants	1							1
Risk assessment		1						1
Social inclusion			1					1
Violence	1							1
Youth Justice						1		1
Grand Total	117	101	145	3	4	5	27	402

justice to the way in which programme designers blend key topics in a single course. Also, the absence of a topic from the title or purpose of a course does not mean it is not embedded elsewhere in the curriculum – for example, family violence or child protection in a course focussed on families – as we discovered in our analysis at the level of educational terms.

Key Course Topic

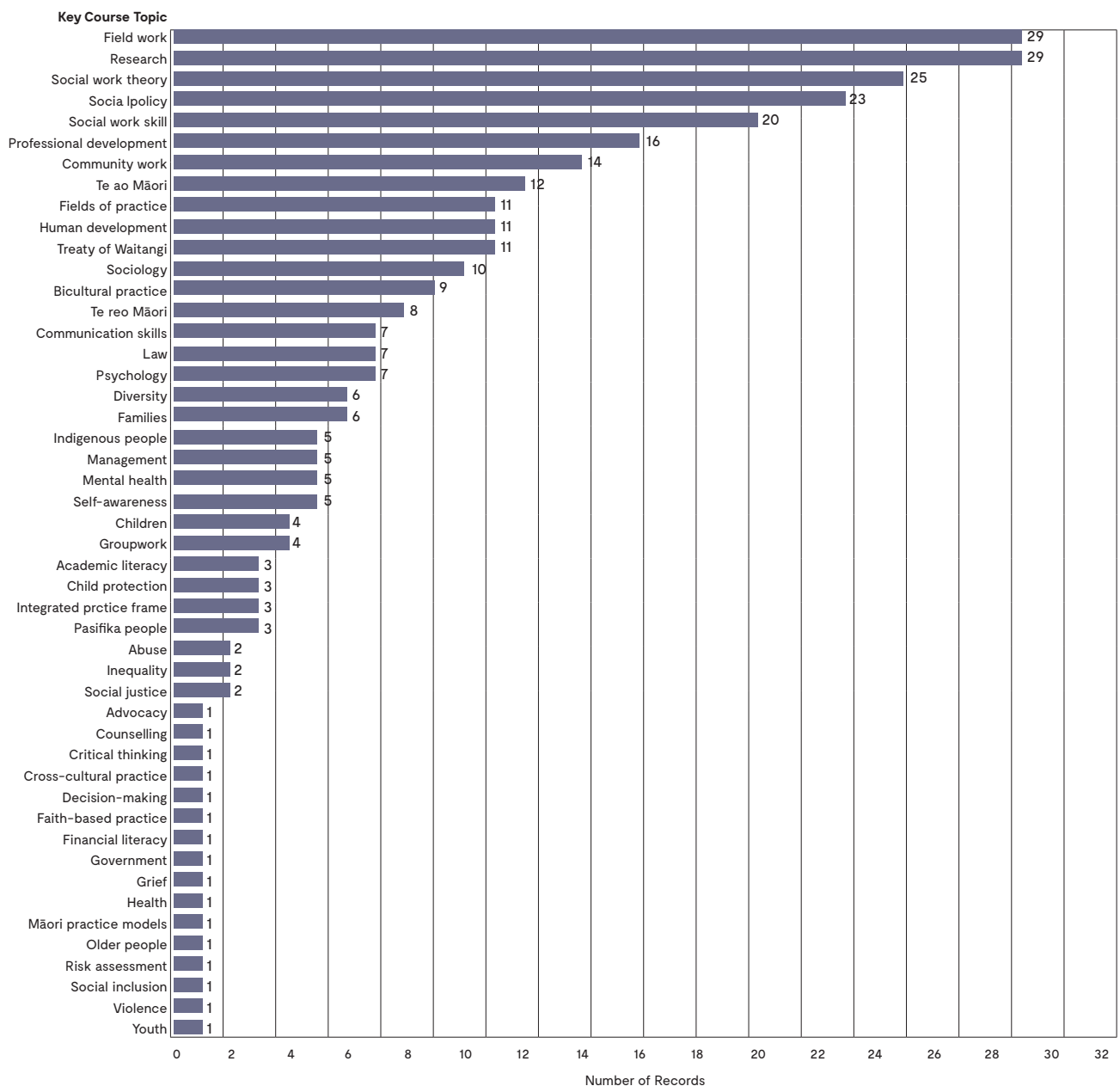| Key Course Topic	Number of Records
Field work	29
Research	29
Social work theory	25
Socia lpolicy	23
Social work skill	20
Professional development	16
Community work	14
Te ao Māori	12
Fields of practice	11
Human development	11
Treaty of Waitangi	11
Sociology	10
Bicultural practice	9
Te reo Māori	8
Communication skills	7
Law	7
Psychology	7
Diversity	6
Families	6
Indigenous people	5
Management	5
Mental health	5
Self-awareness	5
Children	4
Groupwork	4
Academic literacy	3
Child protection	3
Integrated prctice frame	3
Pasifika people	3
Abuse	2
Inequality	2
Social justice	2
Advocacy	1
Counselling	1
Critical thinking	1
Cross-cultural practice	1
Decision-making	1
Faith-based practice	1
Financial literacy	1
Government	1
Grief	1
Health	1
Māori practice models	1
Older people	1
Risk assessment	1
Social inclusion	1
Violence	1
Youth	1

Number of Records

Figure 2: Undergraduate, compulsory courses by key course title topic

Since Table 3 above includes all course descriptors – whether compulsory or elective, undergraduate or postgraduate – it does not really represent the core social work curriculum. Figure one below provides a sharper focus by including only compulsory courses on undergraduate programmes. There are 323 compulsory, undergraduate courses in our dataset and, when linked to key topics, they can be reduced to 48 core course types that have between one and 29 occurrences.

In relation to key course types that occur frequently, we must be mindful that a course type may occur several times within the same institution and so frequency is not an indication of the proportion of institutions in which that course type is present. Table 4 below shows the top twelve most frequent course types in compulsory, undergraduate courses and also shows the number and percentage of TEIs in which they occurred. Only field work is present in all TEIs. Once again, we need to exercise care in interpreting this data; for example, a course with a primary focus on social work skills occurs in only 57% of TEIs, yet we know that skills training is sometimes embedded in field work courses and sometimes blended with social work theory.

Table 4: top 12 most frequent course types in compulsory, undergraduate courses

Key Course Topic	No. of courses	No (and %) of TEIs with key term in the title
Research	29	12 (86%)
Field work	29	14 (100%)
Social work theory	25	13 (93%)
Social policy	23	12 (86%)
Social work skills	20	8 (57%)
Professional development	16	12 (86%)
Community work	14	11 (79%)
Te ao Māori	12	9 (64%)
Fields of practice	11	10 (71%)
Human development	11	11 (79%)
Treaty of Waitangi	11	9 (64%)
Sociology	10	7 (50%)

Although this high-level analysis tells us something about the preferred terms for structuring the social work curriculum in terms of course titles, as previously noted, it also conceals a lot about different approaches to curriculum design. The high-level analysis included the use of secondary terms that suggest that many courses blend key topics in a particular way; for example, the terms *social policy* and *law* co-occurred in five course titles, *management* and *organisations* in five, *Treaty of Waitangi* and *bicultural practice* in five, *social work theory* and *social work skills* in three, *mental health* and *addictions* in two.

These pairings are unsurprising and represent particular curriculum design choices, but they are not the only way to structure content. Consider, for example, the range of design choices in relation to teaching law; some programmes teach law as a stand-alone course, some blend law teaching with social policy, some combine law and ethics, others integrate law teaching within client or issue-based courses (such as family law in a course on children and families, or mental health legislation in a mental health course). These course design choices are not mutually exclusive but can be combined in a single programme[7].

This broad-brush analysis of curriculum design is interesting in what it reveals about the wide range of approaches to high-level programme architecture. However, to really understand the content of the social work curriculum, we need to dig deeper into the detail of the curriculum, that is, the purpose of curriculum mapping using a taxonomy of key educational terms.

3. Mapping educational terms

Using a taxonomy to map educational terms is a kind of content analysis, but is not like traditional content analysis, where the focus may be on word frequencies within a single document. In curriculum mapping, a term is associated with a curriculum document if it is considered by the researcher to be a significant educational topic, no matter how many times the term occurs within the document. Our interest in frequencies of occurrence is then associated with the number of courses that include a term as a significant educational topic.

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7 Of course, this begs the pedagogical question – not addressed in this study – about the most effective way to teach law to student social workers (see, for example, Braye, Preston-Shoot, Cull, Johns & Roche, 2005

Before moving on to findings from the analysis of terms, there are several important methodological caveats that readers must bear in mind:

— Since the course descriptors on which the mapping is based are official documents drafted for institutional purposes (rather than for the purposes of this research), they vary widely in their structure, content, level of detail and length[8].

— Identifying that a term is a significant term in a course tells us nothing about the depth and detail of its exploration inside a particular course.

— Curriculum mapping captures terms used to describe the declared curriculum but may not fully reflect topics in the taught or the learned curriculum.

Bearing these caveats in mind, we can go on to explore what our analysis revealed about the key terms deployed to describe the social work curriculum in Aotearoa New Zealand.

Using the Tableau™ data visualisation software, charts and tables were produced showing the number of curriculum documents that include taxonomy terms within and between the institutions in the sample. The taxonomy included over 600 terms, however many of these terms occur only once meaning they were included as a significant term in a course descriptor for a single course, in a single institution. Some of these single use terms may refer to a particular point of difference in a programme, such as the one programme where the term *telecare* was included in a course on older people. Other examples of terms that appear only once might seem surprising, such as the term *self-esteem* and *family court*. Given the number of courses across the curriculum on psychology, law, and children and families, it seems highly unlikely that the topics *self-esteem* and *family court* are not included in most, if not all, curricula, but they do not appear frequently in curriculum documents describing courses. This finding highlights the limitations of our methodology, and the need for caution in interpreting the findings. Whilst term frequency tells us something about the common and shared emphases in curriculum documents, the absence of a term from a curriculum document, especially with fairly granular and detailed terms such as *self-esteem*, does not indicate that the topic is absent from the taught curriculum; it may or may not be included.

Since the main focus of the first phase of the study was to identify the core topics in the social work curriculum, the team decided to identify the top 50 terms in use across the curriculum (see Figure 3 below). Also, for the purposes of this report, we will focus on compulsory, undergraduate courses since these include the courses that impact most graduates. The figure below shows the top 50 terms and the number of times the term occurs in each institution. In considering the nature of the curriculum at different institutions, one question might be whether there is a notable difference in topics taught at different types of institution, so, for example, is the curriculum substantially different between university and non-university programmes?

In fact, analysis showed that the top 50 most frequently cited terms in university and non-university course descriptors are exactly the same, although there are some differences in the rank ordering of these terms; for example, research skills is the 21st most frequent term in university courses and the 39th most frequent term in non-university courses; *social justice* is the 10th most frequent term in non-university courses and the 28th most frequent term in university courses; *supervision* is the 6th most frequently cited term in non-university courses, and the 36th most cited term in university courses. Although these rank order variations are interesting, it is difficult to interpret their significance and the fact that both university and non-university programmes share the same top 50 terms, in a taxonomy of over 600 terms, is considered to be the more significant finding.

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8 For example, individual course descriptors ranged in length from one to 55 pages, though most were one to three pages long (Ballantyne et al., 2016b).
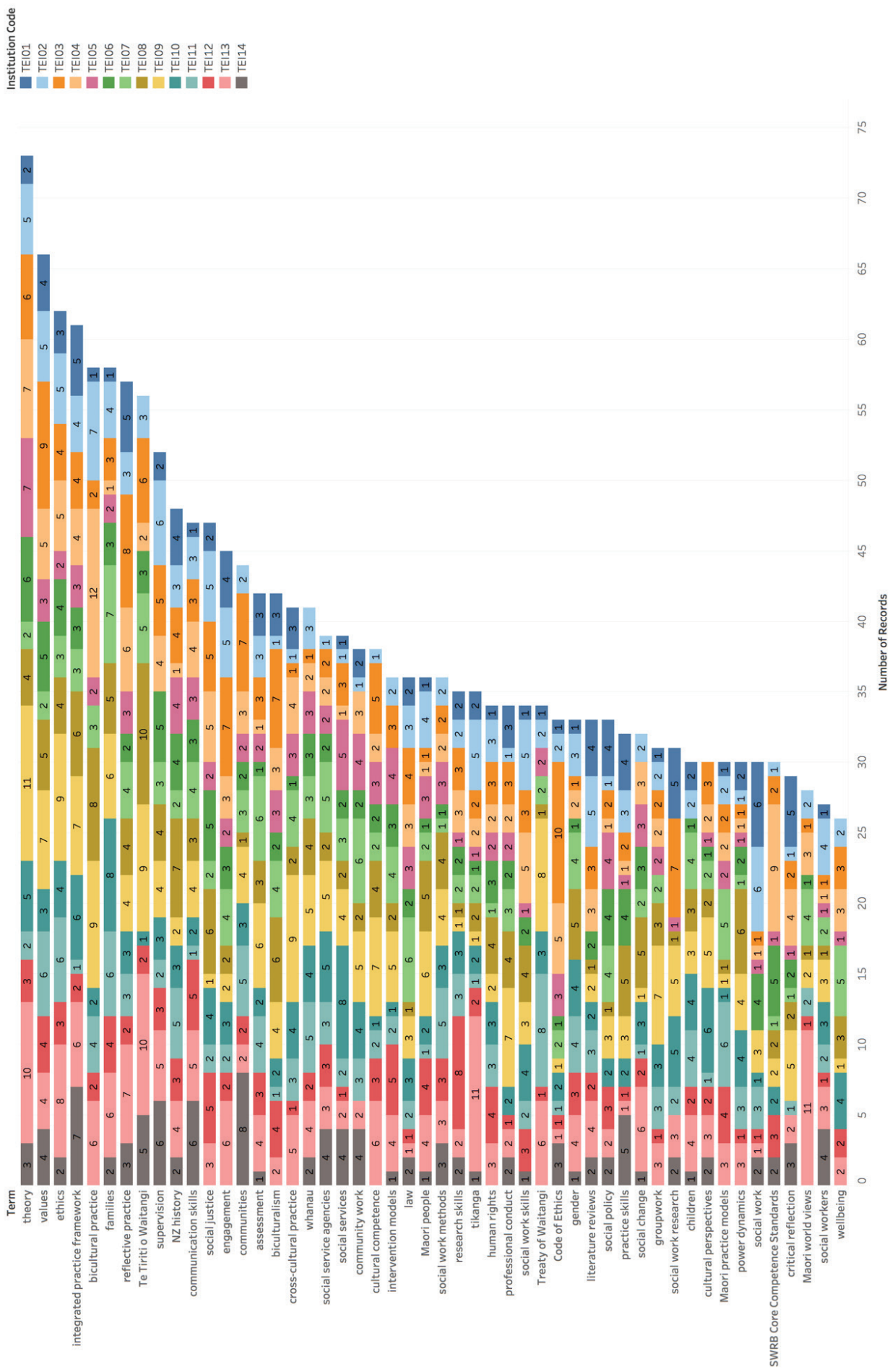
Figure 3: Top 50 terms occurring in the compulsory, undergraduate courses by tei

Whilst there are risks in assuming that the terms used in documents describing the declared curriculum are an accurate rendition of the taught or learned curriculum, nonetheless it seemed safe to assume they tell us something about the emphases and preoccupations of particular programmes. Although there were strong similarities in the terms used to describe curricula, there were also significant differences in emphasis with some terms tending to recur in several courses within the same curriculum. We can obtain an impression of these differences in the following data visualisation. A bubble chart is a convenient way of visualising the significance of a term in a curriculum since the size of the bubble associated with the term is scaled by the number of courses in which that term occurs. Figure 4 shows a bubble chart for the top 50 terms in all compulsory, undergraduate courses. This can be compared with Figure 5 showing the top fifty terms in compulsory, undergraduate courses in TEI01 and Figure 6 showing the same data from TEI06. Whilst the majority of the top fifty terms are identical, the different emphases between curriculum documents from different TEIs is very evident, especially in the predominant terms clustering near the centre of the charts.

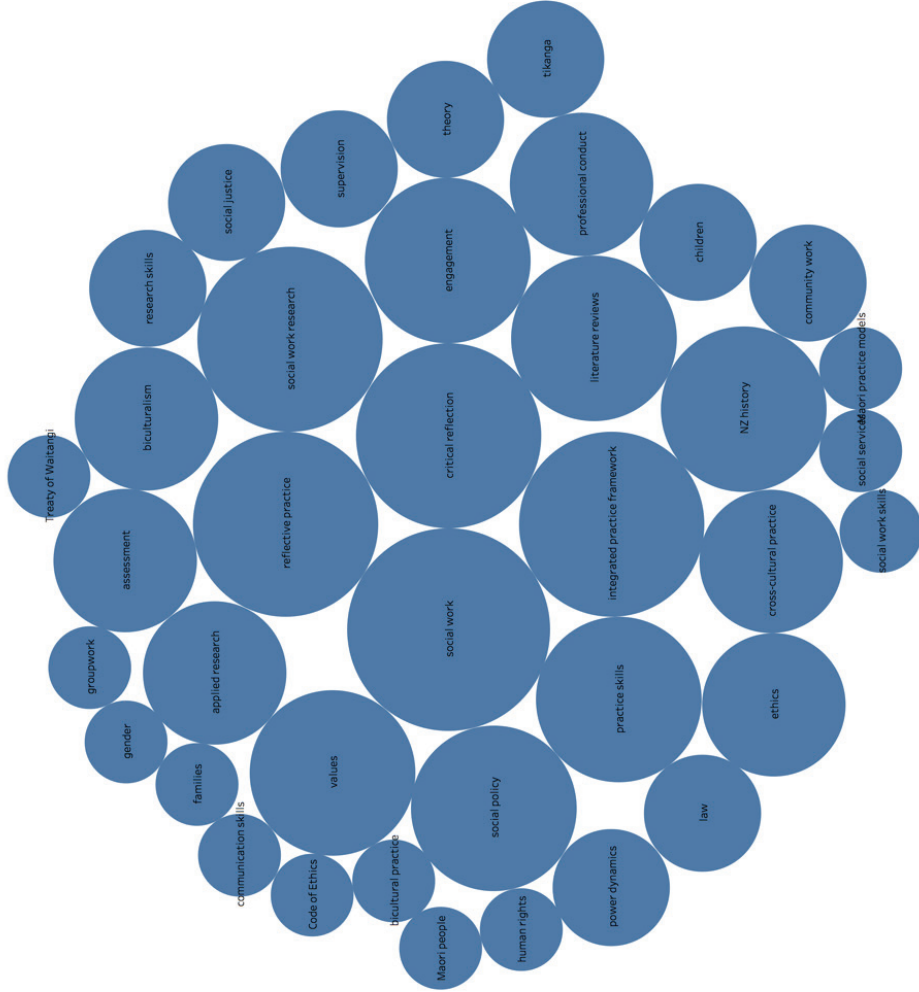Figure 4: Top 50 terms in all compulsory undergraduate courses

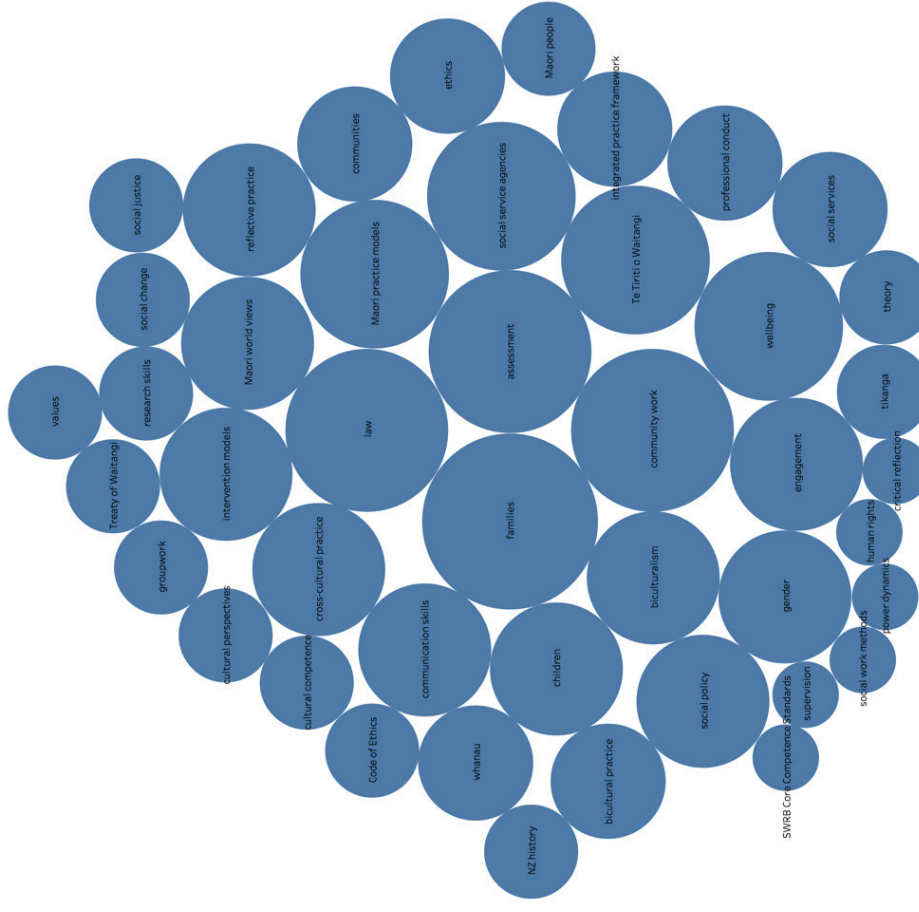Figure 6: top 50 terms in compulsory undergraduate courses at tei07

Figure 5: top 50 terms in compulsory undergraduate courses at tei01

4. Analysing curriculum content areas of concern

The Enhance R2P curriculum database powered with the TISWEANZ taxonomy of over 600 terms is a powerful tool for curriculum analysis. In a report such as this, we cannot describe the issues associated with each taxonomy term, but we can demonstrate how we used curriculum mapping to illuminate some key curriculum content areas that are of concern to the social work education and policy communities. In the sections that follow we turn to an analysis of five broad curriculum content areas of concern: *human development; child protection, risk and family violence; mental health, addictions and trauma; physical health and disability;* and *te ao Māori.*

To conduct the analysis of curriculum content areas of concern the team identified a number of terms (both broad terms and narrow terms) from the TISWEANZ taxonomy associated with each curriculum content area (tables of the terms used are included in Appendix A). Tableau™ was used to identify the frequency with which the terms occurred in course documents and tables were created to show the terms that occur in course documentation with the highest frequency, the educational level of the courses in which the term occurs and the TEIs in which the courses occur.

The differential use of these terms across TEIs has to be interpreted with great caution. Those TEIs that have the highest frequency of more detailed terms tend to be those with longer and more detailed course documentation; that is, they are TEIs that make their curriculum topics more transparent in their documentation, rather than necessarily being the only TEIs that teach the more detailed topics.

Human development

As identified in the course title level analysis above, human development features as a readily identifiable course in many institutions. Given the nature of social work as a human service profession, that is hardly surprising. A knowledge of human development across the lifespan is a core knowledge domain. Taking a closer look at this area of knowledge, the taxonomy includes 13 terms (see Appendix A) that can be considered to be related to the broad term human development.

Whilst all of these terms occur in some curriculum documentation in some institutions, the top five most frequently used terms (as shown in Table 5) are *human development* (significant in 25 courses and occurring in the curriculum documents of every institution), *attachment* (significant in 13 courses in 8 institutions), *child development* (significant in 11 courses in 6 institutions), *biological development* (significant in 10 courses in 7 institutions) and *cognitive development* (significant in 10 courses in 9 institutions).

The broad term human development and the narrower terms child development, biological development and cognitive development occur mostly in curriculum documents for courses at level five suggesting that (as noted in the high-level analysis of course titles) these may be part of a fairly typical, first-year introduction to social sciences. The term attachment is more frequent at level six and above suggesting it is presented as a more specialist, advanced level topic.

Table 5: Five most frequent terms in use in relation to 'human development' by educational level and TEI

Term	Level	TEI01	TEI02	TEI03	TEI04	TEI05	TEI06	TE1I07	TEI08	TEI09	TEI10	TEI11	TEI12	TEI13	TEI14	Grand Total
										Institution Code						
human development	L5	1	1	1	2	1	1	1	1	2	1	1	2	1		16
	L6										1		1	1		3
	L7			3					1		1	1				6
attachment	L5	1					1			1						3
	L6		1									1	1			8
	L7			2					1		1		2			6
	L7L8												1			1
child development	L5		1	2				1	1	1			2			8
	L6									1			1			2
	L7										1					1
biological development	L5		1				1	1		1	1		1			6
	L6		1									1			1	3
	L7		1													1
cognitive development	L5				1	1	1	1	1	2		1	1	1		10
Grand Total		2	6	8	3	2	4	6	4	9	5	10	6	2	2	69

It is also worth noting that although human development is usually considered to be development across the lifespan – from birth, through childhood to adulthood and old age – terms associated with childhood and adolescence are more frequent. This emphasis is evident across the curriculum and can be shown in Table 6 below comparing the frequency of courses where the term *children* (n=42) is a significant educational topic in course documents, and those where the term *older people* (n=12) is significant.

Table 6: Frequency of courses using the terms 'children' or 'older people' by educational level and TEI

| Term | Level | Institution Code | | | | | | | | | | | | Grand Total |
		TEI01	TEI02	TEI03	TEI06	TE1I07	TE108	TEI09	TEI10	TEI11	TEI12	TEI13	TEI14	
children	L5		1				3	1	2	1				8
	L6	1			1	2	2	2	2	2	1	2		15
	L7	1	1			2		7		3	1	2	1	18
	L7L8										1			1
older people	L5						1							1
	L6	1		1	1	1						2		6
	L7		1			1				1		2		5
Grand Total		3	3	1	2	6	6	10	4	8	2	8	1	54

Child protection, risk and family violence

Knowledge of child protection, risk and family violence has also been identified as curriculum content areas of concern. Although child protection is only one of many fields of practice that a social work graduate may enter, it is reasonable to expect that all graduates should have an understanding of child protection, risk and family violence. The TISWEANZ taxonomy includes 17 terms (see Appendix A) related to this curriculum content area, ranging from the very broad term *abuse,* to more specific and detailed terms.

Table 7 below shows the distribution of the five terms that occur most frequently in curriculum documentation. There were 25 course documents associated with the term *risk assessment,* although three TEIs had no courses referring to this topic. As mentioned in the course level analysis above, only one TEI included a course with a primary focus on *family violence.* However, the analysis of terms below shows that there were specific references to this term in 20 course documents and that curriculum documents including *family violence* as a significant topic appeared in all but one institution. *Risk assessment, family violence* and the other specialist topics included here tend to occur at levels 6 and above, suggesting that they are presented as more advanced level topics.

It is perhaps not surprising that some of the narrower, more specialist terms do not occur frequently in course documentation, especially in those institutions where documentation is consistently shorter and more high-level (such as TEI01). Many of these topics may be included in courses that are related to children and families without being specifically identified in course documentation. The terms *children, families* and *whānau* do occur frequently in course documentation. Table 8 below shows the frequency with which these broader terms occur in most institutions.

Table 7: Five most frequent terms in use in relation to 'child protection, risk and family violence' by educational level and TEI

| Term | Level | Institution Code | | | | | | | | | | | | | Grand Total |
		TEI01	TEI02	TEI03	TEI04	TE1I06	TEI07	TE108	TEI09	TEI10	TEI11	TEI12	TEI13	TEI14	
risk assessment	L6	1	1	1		2	1	3					1		10
	L7		3	4	1		2	1		1		1	2		15
family violence	L5		1							1					2
	L6	1				2	2	1	1		1	2			10
	L7		1	1	1		2				2			1	8
abuse	L6			1		1		1			1	1			5
	L7		1	3		1			2		2	1	2	1	13
child protection	L5							1		1					2
	L6	1				2	3		1	1			1		9
	L7									1	2	1	2		6
	L7L8										1				1
safe practice	L5					1		2							3
	L6						1	1	1						3
	L7			1		2	1	1			1		3	1	10
Grand Total		3	7	11	2	9	11	14	6	5	8	6	12	3	97

Table 8: Frequency of use of the terms 'families', 'Whānau' and 'children' in relation to educational level and TEI's

Term	Level	TEI01	TEI02	TEI03	TEI04	TE105	TEI06	TEI107	TEI08	TEI09	TEI10	TEI11	TEI12	TEI13	TEI14	Grand Total
families	L5	1						2	5		2		2	2		14
	L6		2				3	1	6	4	2	2	2	2	1	25
	L6		2	3	1	2		4		7	5	4		2	1	31
	L7L8											1				1
whanau	L5						1		2	1	1		1	1	2	9
	L6		1		1	1	2	1	4	2	1	2		2		17
	L7		2	1	1	2		2		5	3	4	1	1		22
	L7L8											1				1
children	L5		1						3	1	2	1				8
	L6	1						1	2	2	2	2	1	2		15
	L7	1	1					2		7		3	1	2	1	18
	L7L8											1				1
Grand Total		3	9	4	3	5	7	14	22	29	18	21	8	14	5	162

Mental health, addictions and trauma

Knowledge of mental health, addictions and trauma has also been identified as a curriculum area of concern, perhaps reflecting the prevalence of these issues in service user communities and the challenges they present to social service agencies. There are a significant number of terms in the taxonomy related to this knowledge area ranging from broad terms, such as, *mental health* and *mental health problems,* to more specific terms including particular therapeutic approaches, for example, *cognitive-behavioural therapy.*

Table 9 shows the five terms occurring most frequently in curriculum documentation. The broad term *mental health* is, not surprisingly, the most frequent, occurring in 25 course documents and in all but one institution (although TEI14 does use the term *mental health problems*). Once again, this curriculum area is clearly perceived as including more advanced level topics that tend to occur at levels 6 and 7. Although *trauma* is the fourth most frequently used of the terms associated with this curriculum area, its use is not frequent with only 11 course documents including the term in only 8 institutions.

Physical health and disability

Since many social work graduates work in the context of District Health Boards and other health-related organisations, it is also important to consider the extent to which the curriculum addresses issues of physical health and disability. Our analysis used 28 terms from the TISWEANZ taxonomy to map health-related content and identifies the top five terms in use below. As shown in Table 10, the term with the most frequent usage was *wellbeing*, perhaps because this has a wider scope of use beyond physical health, but also indicating the rise of more holistic approaches to health policy

Table 9: Five most frequent terms in use in relation to 'mental health, addictions and trauma' by educational level and TEI

Term	Level	TEI01	TEI02	TEI03	TEI04	TEI06	TEI107	TEI08	TEI09	TEI10	TEI11	TEI12	TEI13	TEI14	Grand Total
mental health	L5		1		1		1	1			1				5
	L6	1				2	2		2			1	1		9
	L7		1	1			2	1	2	1			2		10
	L7L8											1			1
addiction	L5		1		2			1							4
	L6	1	1			2	1	1				1			7
	L7		1	1											2
	L7L8										1				1
cognitive behavioural therapy	L5											1	1		3
	L6		1			1		1							3
	L7	1	1	1				1	1			1	1	1	8
	L7L8											1			1
trauma	L5				2										2
	L6					1	1								2
	L7		1	1	1				1	1	1				6
	L7L8										1				1
mental health problems	L5		1						1						2
	L6						2	1						1	4
	L7		1						1	1				1	4
Grand Total		3	10	4	6	6	9	7	8	4	7	4	3	3	74

discourse in recent years (Ereaut & Whiting, 2008). The the second most frequent term was *disabilities*, followed by *health, multidisciplinary teams* and *grief.*

Table 10: Five most frequent terms in use in relation to 'physical health and disability' by educational level and TEI

Term	Level	TEI01	TEI02	TEI03	TEI04	TE105	TEI06	TE1I07	TE108	TEI09	TEI10	TEI11	TEI12	TEI13	TEI14	Grand Total
								Institution Code								
wellbeing	L5			1	1			1	2		1		2	1		9
	L6		1	1		1		1	2		2					8
	L7		1	1	2			3	2	5	1	1		1		17
disabilities	L5		1		3				2	1			1			8
	L6	1		1	1		1	1	2		1	2	1	2		13
	L7		2		1		1	2		1		2		2		11
health	L5		1					1	2	1		2		2		11
	L6							1	2	1	1		1	1		7
	L7		1		1		1	1		1	1	1		1		8
multidisciplinary items	L5						1									1
	L6		1				2		4	1						8
	L7			1			1	2		1	2	1				8
	L8									1						1
grief	L5		1				1		1							3
	L6		1					1		1			1			4
	L7		1	1						2		1				5
	L7L8											1				1
Grand Total		1	11	6	9	1	8	14	20	18	10	9	7	8	2	124

Working as part of a multidisciplinary team is a primary context in health care settings, and working with grief a core practice issue, so these findings are not surprising. However, these more specialist terms were referred to by only 7 of the 14 institutions in the case of *multidisciplinary teams* and by 8 in the case of *grief.* Other physical health-related terms in the taxonomy, such as *terminal illness* or *palliative care,* were used very infrequently.

Te ao Māori

As indicated above, the two wānanga offering recognised social work programmes did not participate in this study. Our participants were, therefore, all mainstream TEIs. Nonetheless, their commitment to bicultural practice and working with Māori (a requirement of the SWRB) was reflected in the fact that, as previously stated, 15% of the terms in the TSWEANZ taxonomy were terms in te reo Māori (identified from our analysis of the content of curriculum documents); and 91 of these terms were used to assess content related to Te Ao Māori in the social work curriculum (see Appendix A).

In the discussion above, we selected the top five terms from curriculum content areas because they tended to be significantly more frequent than more specialised terms. However, terms in te reo Māori occur very frequently in the majority of TEIs and, to demonstrate this, Table 11 below shows the frequency and distribution of the top ten terms in use by TEIs.

In our analysis of course titles we found that there were whole courses focussed on the Treaty of Waitangi and te ao Māori that tended to be introduced at level five. However, analysis at the level of individual terms related to *te ao Māori* finds that most recur across educational levels suggesting that they are introduced early but reiterated at more advanced levels of learning, the exceptions are: *NZ history,* which appears mostly at level 5; and *whānau, Māori people* and *Māori practice models,* which are more likely to occur at level 6 and higher. It is also clear from Table 11 below that the recurrence of terms across levels is more typical in the curriculum documents of some institutions than others (though, once again, this may be related to the different levels of detail included in the documents of different institutions).

A note on the postgraduate programmes

Our concern has been to characterise the core social work curriculum; therefore, we have focussed our attention on compulsory courses within the 16 undergraduate programmes of study, rather than on their electives or any of the three postgraduate programmes. The shorter duration postgraduate

Table 11: Ten most frequent terms in use in relation to 'te ao Māori' by educational level and TEI

Term	Level	Institute Code														Grand Total
		TEI01	TEI02	TEI03	TEI04	TE105	TEI06	TEI07	TE108	TEI09	TEI10	TEI11	TEI12	TEI13	TEI14	
bicultural practice	L5		2		3			1	2	3			2	3		16
	L6		2	2	3	1			4	3		2		2		19
	L7	1	3		6	1		2	6	4	2	2		1		28
	L8									1						1
Te Tiriti o Waitangi	L5		2	3	1		2	2	3	1			1	4	2	21
	L6		1	2	1			1	3	4				3	2	17
	L7			1			1	2	5	5	1		1	3	1	20
	L8									1						1
NZ history	L5	2	2	2	1	2	2	1	5	1	1	1	1	1	2	24
	L6	2				1	1		2		3	2		2		13
	L7		1	2		2	1	1	1	2		2	2	1		15
biculturalism	L5			1	2		1	2	1	3	2	1	1	1		15
	L6	1	1	3	1	1	1		3			1		1		13
	L7	2		3		2		2	5	4	1		3			22
whanau	L5						1		2	1	1		1	1	2	9
	L6		1		1	1	2	1	4	2	1	2		2		17
	L7		2	1	1	2		2		5	3	4		1	1	22
	L7L8											1				1
Treaty of Waitangi	L5	1	1			1		1	1	3	2	2		3		15
	L6		1			1		1	2	4		2		1		12
	L7									5	3	4	1	2		15
Maori people	L5		2		1		1	1			1			1	1	8
	L6	1	2						4	1			2	1		11
	L7			1		3		1	2	5	2	2	2	2		21
	L8									1						1
tikanga	L5		3	1	2	1	1	1	2	1	2		1	4	1	21
	L6		1						1		1			1		4
	L7	2	1	1				1	2		1		1	6		15
Maori practice models	L5				1			1	1				2			5
	L6		1	1		1		2	2	2	1	2	1	2		15
	L7	1	1	1	1	1		2	4	1		4	1	1		18
	L7L8												1			1
Maori world views	L5		1		3		1	1	2	1	2	2	1	4		17
	L6							2								5
	L7			1				1		2		2		5		11
Grand total		13	32	26	28	21	15	32	70	66	30	39	25	61	11	469

programmes are fewer in number, comprised of many fewer courses, and their addition to the analysis above makes no difference to the most frequently used terms. Of course, one of the significant differences they do make is that topics included are typically presented at higher educational levels and represent more advanced study. On the other hand, since postgraduate programmes are half the duration of undergraduate programmes, foundation level knowledge is assumed to have been achieved in prior degree study. For obvious reasons, data on the nature of this prior study was not available to the Enhance R2P team for analysis. It would be fruitful to consider the postgraduate social work curriculum, including the prior knowledge and skills of students, in further research.

A note on mapping curriculum documents to the SWRB core competence standards
As noted above, the research question for phase one focussed on the content of the social work curriculum including how it relates *to the ten core competence standards of the Social Workers Registration Board.* However, during the research process, the team uncovered problems with mapping to the core competence standards. Mapping curriculum documents to the educational terms and the core competence standards was conducted by two of the research team. Since the taxonomy was a descriptive taxonomy based on terms in use within course documents, the mapping of terms to curriculum documents was reasonably objective and the decision fairly consistent between researchers. The only judgement required was whether the term observed seemed to be a significant educational topic in that curriculum document.

However, the SWRB core competence standards were more abstract and complex in nature, meaning that a greater degree of interpretation was involved in inferring the association between a curriculum document and the competence standards. The team found that the mapping of core competence standards to curriculum documents was so imprecise and inconsistent between the two researchers (partly because the way the standards are expressed includes a large degree of overlap) that we agreed the findings were unreliable and could not be reported (although this in itself is an important finding about the core competence standards).

Conclusions

Both the high-level analysis of course titles, and the more detailed term-based analysis of curriculum documents, provides a picture of social work curricula in Aotearoa New Zealand that have very many common themes at both the level of courses and in terms of topics included. However, the analysis also suggests considerable diversity in the way that topics are woven together into courses, and in the extent to which individual programmes give emphasis to particular topics. Such diversity in curriculum design is not necessarily negative. In fact, the Enhance R2P team, and the vast majority of social work educators, are committed to retaining institutional and educator autonomy and enhancing educator expertise in promoting creative and innovative approaches to curriculum design. There are already processes in place that help to assure the quality of course content (including the SWRB's five yearly re-recognition process) and we do not believe, for example, that an externally imposed, national social work curriculum would be of advantage to anyone, least of all students.

At the same time, it seems reasonable that, whatever the architecture of particular curricula, students should graduate with a knowledge of key content topics, and that is only possible if, firstly, educators and other stakeholders agree what these key content topics are and, secondly, they have a method of making it transparent – to students, educators and other stakeholders – where and how key content topics are included within individual curricula. That is the purpose of curriculum mapping; not curriculum mapping as a research method used in the Enhance R2P project to take a snapshot of the curriculum, but curriculum mapping as an ongoing curriculum development tool, as described in our literature scan (Ballantyne et al., 2017).

As highlighted repeatedly in previous discussion, our analysis of existing curriculum documents was a research method choice designed to capture terms typically used by social work course designers and, in that way, to identify terms or topics in the social work curriculum in Aotearoa New Zealand. However, since these official documents were not designed to identify the key topics taught in each course, and since they were written with varying degrees of detail, we cannot be confident that – at the level of the individual course or institution – we have captured the key content of the taught curriculum. In other words, whilst the analysis does offer an indication of the overall emphases and preoccupations of social work educators in Aotearoa, and the diversity between programmes of study, we cannot conclude anything about the actual curriculum content of any individual institution.

A final point to note is that, although the analysis shows a commitment in curriculum documents to topics and course types related to *te ao Māori* and *The Treaty of Waitangi,* and identifies widespread use of the 15% of taxonomy terms in te reo Māori, the fact that the two wānanga did not participate in this study necessarily means that an important indigenous perspective on educational design has not been included. In the view of the Enhance R2P team, this indigenous dimension could fruitfully be explored by tangata whenua educational researchers in a future project.

Educator and student focus groups

Introduction

This section of the report discusses methods, findings and conclusions from the focus groups held with social work educators and students. The use of focus groups complemented the content analysis of the declared curriculum by offering the researchers an opportunity to get closer to the lived experience of students and educators, providing rich, qualitative data on their perceptions of the *taught* and the *learned* curricula.

Method

Ethics approval was obtained from the University of Canterbury Ethics Committee for each part of phase one of the study. Confidentiality featured strongly in the ethical considerations for the focus group interviews. Interviews were conducted by a researcher not associated with the participants' programme. Interviews were transcribed and then de-identified by the researcher.

The researchers approached the Head of School, or person in an equivalent role, for each of the 14 participating schools of social work to seek permission to have an email sent to third and fourth year BSW students and MSW professional or applied degree students. We were able to recruit eight schools, drawn from both polytechnics and universities, with a geographical spread throughout New Zealand. This included a range of programmes, from those with small numbers of students to very large programmes.

When programme leaders responded positively to this invitation, liaison was set up between our research assistant and the programme administrator to establish a convenient time and date for the focus groups to occur. After this step, a second email was sent to the programme's administrator for forwarding to social work students and educators with an information sheet and details about the items for discussion and the venue for that programme's focus group. Potential participants could thus make direct email contact with the research administrator for this project to signal their interest in being part of the focus group without their identity being revealed to the programme head or other staff. The focus group meetings were 60-90 minutes in duration and were audio-recorded. Because of timing problems for various cohorts, some students and one staff member were interviewed via telephone or Skype™. Participants completed a focus group consent form and demographic information form, the results of which were collated.

The semi-structured group discussions were guided by the set of questions, provided in Appendix B of this report. All researchers facilitated focus groups, but not at their own institution. While the involvement of all was practical for cost and logistical reasons, it did mean that iterative changes to the way questions were asked may have influenced the findings and that focus group discussions were more idiosyncratic than if only one researcher had undertaken all focus group interviews.

The focus group data were analysed using a general thematic analysis, driven mainly by the questions. One researcher coded the transcripts using NVivo 11™ to manage the data and facilitate production of node reports, mainly coded to the specific questions addressed in all interviews. The node reports were analysed by two different researchers.

Demographic data about participants are reported in a manner designed to assure anonymity. Quotations are used from individuals in the focus groups but cited using pseudonyms and are not attributable to the programme where the focus group was held. No identifying text data will be used in any publication.

Demographics

Educators

Twenty-seven educators participated in focus groups and interviews over the period November 2016 to February 2017. Educators taught across metropolitan and regional institutions, universities and polytechnics, in both islands. The participants were mainly aged between 40–60 and were predominantly Pākehā, with 4 identifying as Pasifika and 2 as Māori. Ethnicity was not stated by 2 participants. They ranged from 30 years in education, to several new academics with one or less years. The range of subject areas within social work education was well represented. While the BSW was the main degree taught, nine taught on qualifying masters programmes and some also identified postgraduate research supervision and teaching. Table 12 provides an overview of demographic information.

Table 12: Demographic profile - educators

Age	31–35 years: 1 36–40 years: 1 41–45 years: 6 46–50 years: 2 51–55 years: 7 56–60 years: 5 61–65 years: 2 65+ years: 3
Gender	Female: 19 Male: 8
Ethnicity	European/Pākehā/NZ Eur: 19 Pasifika: 4 Māori: 2 Not stated: 2

Students

Thirty-five students participated in focus group or individual interviews over the period November 2016 to February 2017. Students were enrolled across metropolitan and regional institutions, universities and polytechnics, in both islands. Table 13 provides an overview of demographic information. The students were predominantly enrolled in BSW degrees, with only two in qualifying master's degrees. Most were full-time students who were at the end of year 3 or 4 of a BSW or year 2 of a qualifying master's degree.

Table 13: Demographic profile – students

Age	20–25 years: 10 26–30 years: 1 31–35 years: 5 36–40 years: 4 41–45 years: 6 46–50 years: 6 51–55 years: 3
Gender	Female: 32 Male: 3
Ethnicity	European/Pākehā/NZ Eur: 24 Pasifika: 3 Māori: 6 Asian: 2

Findings

The themes reported here are based on codes generated during our first thematic analysis focussed on the responses each group gave to a set of questions addressing the main research question of phase one. A focus on programme philosophy (for educators) and main messages (for students) and curriculum content provided the researchers with a deeper understanding of the perceptions of those teaching and learning within the schools of social work participating in this phase. A selection of illustrative quotes is provided for each theme. Overall themes were identified by the following question driver categories:

— Main content and messages in social work programmes.
— Gaps and limitations in the curriculum.
— Teaching of curriculum areas of concern, suggested to be a weakness in social work education by external commentators, for example family violence, trauma.
— Graduate readiness to practise.

Some additional themes were identified for each set of participants. These were developed during an earlier 'by hand' analysis, carried out by two researchers. These themes have been coded and tabulated with further analyses carried out for three publications to date: on readiness to practise, the perceptions of students and educators (Beddoe et al., 2018); on the importance of placement supervision (Hay et al., 2018); and on the teaching of trauma in the curriculum (Beddoe et al., 2019).

The focus groups also explored a range of other aspects of learning and teaching that will assist us to develop a fuller understanding of educators' and students' wider concerns about social work, gaps in social work education and perceptions of readiness for practice with specific populations, including Māori. These data will be explored further and will be considered against the findings of phase two of the study which explores the experiences of newly qualified social workers and supervisors/managers. The phase one and two qualitative datasets provide a very rich resource for further exploration and dissemination.

Educator themes
a) Key messages educators try to communicate in social work programmes

Most educators argued that the integration of theory and practice was central to their curricula and that effective integration strongly linked to effective placement experiences. The value of different sources and types of knowledge for practice and a strong need to balance Māori and Western models and approaches was also recognised, as was the aspiration to develop a genuine, bicultural social work education. Although a commitment to bicultural curricula was widely shared, educators also agreed that different programmes have different emphases (for example, bicultural practice, social policy, or community development) and that this is generally considered to be positive.

There was a strong and widely-shared focus on promoting students 'use of self' and awareness of self and others in interaction, and on developing student's ability for critical reflection. A concern for ethics and social justice were also considered to be central concerns for social work education. Green (environmental) social work and spirituality were often referred to as emerging topics for innovative educational practice.

A generic, rather than a specialist, social work qualifying education was strongly supported by educators, followed by good workplace induction, support and opportunities for further professional development. Many perceived there to be pressure from external actors to narrow social work roles, and social work education, to micro level practices concerned with individual and family casework at the expense of community development, and other macro approaches to social work.

Illustrative quotes

And I think it is really about the integrated practice framework because it offers enough of the wide idea attitude and drawing from various theories and their experience there and we...tend to educate generic social workers because there are so many fields of practice... (Educator C1)

... yesterday I was in the classroom looking at theories of leadership so I started by saying I'm about to present some stuff that is particularly about Western models of leadership... we acknowledge where it comes from. So, I think that's something that has been strong. (Educator A1)

Te Ao Māori and bicultural focus ...So the bicultural practice concepts readings, case studies, you can contact Te Ao Māori right through I'd imagine all the papers but I can't say that for sure. I guess that makes it a focus as well. There is a strong commitment from staff I think to model bicultural practice in a way that we work with students as well... (Educator H1)

...understanding self and the context of the world and one's culture...and understanding of who I am, who am I in the context of my community and the context of the world so almost, as well, like the Bronfenbrenner different levels, I guess, understanding early on... (Educator B1)

And also keeping community development alive...keeping that flame of community development burning which is linked to social work and all that, but we tend to do that as much as possible... just getting them to see the value of community and how communities function and not being so focussed on that kind of clinical individualistic, you know, ambulance at the bottom of the cliff quite type solutions and looking for prevention rather than crisis... (Educator C1)

b) Gaps and limitations in the curriculum

Despite the aspiration for a bicultural curriculum noted above, some educators considered that the extent to which the curriculum reflected bicultural practice, and focussed on working with Māori, was inadequate or insufficient. In addition, many thought that the growth in population diversity in Aotearoa NZ cities meant that educating for cross-cultural practice was a strong educational need that was not being fully met. There were a range of other individual gaps identified that may reflect issues with particular curricula or the frustrations of individual educators. Included in the gaps identified were an insufficient emphasis on different fields of practice; the need to do more work on social work practice skills; and the need to do more on the integration of theory and practice.

Educators also identified concerns that there was insufficient time to meet all educational needs in an already crowded curriculum, and that one of the constraints on staff time was related to the competing parts of their role (e.g. teaching versus research, administrative tasks) and to staff underfunding. Another constraint identified was the paucity of time available for staff induction and professional development. Finally, educators were concerned about the heavy reliance on field work placements to fill gaps in teaching and expand student knowledge and skills; and in the time they have available to support the learning of student cohorts with different levels of ability.

Illustrative quotes

> …there is a lot of critique about competency to work with Māori and whether it is enough, and I think, particularly for us, because our population is high-density Māori, that competency or capability needs to be higher. (Educator A5)

> Diversity broader than ethnicity is an area that I would say because it is one of my passions particularly around looking at sexuality and sex gender diversity. (Educator H4)

> …part of my interest is to explore how people experience their readiness to practise with Pacific people and I would love to, my hunch is that people possibly don't feel, you know, that ready at the end of their degree and I would like to know more what we can do. (Educator I1)

> I think we need to talk about economics…I always wondered why we don't have a social economics paper. If you're talking about poverty then you need to talk about economics… I think if you want to talk about funding goods, and all sorts of political stuff, I think you need to have a basic understanding about how economics works. (Educator D1)

> …I think we need to pull in a stream around working with other adults, adults with disabilities, adults at risk. Obviously here there is very little legislation to protect vulnerable adults but I think we need to spend a little bit more time considering adults who are at risk. (Educator D2)

> Our curriculum at times does feel very, very crowded. There are concerns about just setting up the curriculum so that you are ticking boxes; you need to leave room for reflective space and reflective learning. (Educator D2)

> I think the placement experience was really pivotal and I think students who have really excellent placement experiences with field educators who are really onto it in terms of what they need are much more prepared to enter practice because I think that is where it all comes together. (Educator H2)

c) Teaching in curriculum areas of concern

Educators were asked about the teaching of those curriculum topics that were identified as areas of concern by public commentators. In this regard, learning about trauma was identified as important, but concerns were expressed about a narrow focus on childhood trauma. Risk assessment was also considered to be important, but some educators argued that a balance needed to be struck between the use of risk tools and the broader assessment of strengths and vulnerabilities. Mental health, child protection and family violence were all considered to be vital component parts of the curriculum, although differences were evident in terms of the integrated teaching of these topics across the curriculum versus dedicated, specialist courses.

Illustrative quotes

...and also that is what I get worried about when people are really focusing on trauma because it is not the trauma, it is what we do and how we support that to be resolved or how people move forward and that is again providing the solution or the skills to enable people to deal or to manage that. (Educator F2)

I think trauma too, I think the Minister's focus seems to be on the trauma of abused children which I think is really, really important. So, I'm not downplaying that, but I think also trauma is a whole lot bigger than that as well. We're talking about refugees and refugee trauma and, you know, [we have] students who have come from places like Rwanda and have been through hell. (Educator F3.

Risk assessments include family violence, suicide screening tools, alcohol and drug screening tools and then there is a whole lot of models which promote and protect families and whānau which are looked at in terms of possible interventions. ...They have to identify risk factors as well as protective factors and then their final assignment is a piece of work providing an assessment which contains all of those features. (Educator H4)

I think mental health and child protection are issues that you face in every area of social work practice, no matter what organisation you are in, and again family violence is the other one that we've covered and got this elective and I think should be a core course. (Educator F1)

And I think the other thing about all of those issues – mental health, family violence those sorts of things – they require both a clinical practice and a community development response. They are not just clinical practice. (Educator F2)

d) Graduate readiness to practise

Turning to the readiness to practise of new graduates, some commenters argued that students need a 'practice framework' that integrates theory, tools, skills and personal values; and culturally-appropriate skills were considered to be critical. The development of personal attributes and practice readiness were thought to be dependent on experience over time, and learning about the 'use of self' and self-care. Students' self-confidence was also considered to be very important.

Educators also recognised the need for learning to continue during the early career of newly qualified social workers, and that learning and development support from the employing organisation, during the transition to experienced practitioner status, was considered to be vital.

Many educators considered that their graduates were ready to practise and that this could be demonstrated by their high graduate employment rates and positive employer feedback.

Illustrative quotes

I think the graduates need to have a framework to work from, and we talk about that merging theory with their practical. I have a sense that graduates, you know, the systemic theory, or systems theory or...task-centred casework, or whatever the model is that you use... and then it becomes good stuff when they leave, and I think there needs to be a really clear...social work graduates need to understand that clear framework of working. (Educator A1)

I guess readiness is only defined by the situation that you are presented with, isn't it? I mean a lot of them will say no they are not ready because they don't feel ready; they are not confident and I guess for us to encourage them to be confident and to be open to learning and to be critical are really and the rest will just come with good supervision and support. (Educator C2)

I just think we need to, as programmes, emphasise that when our students graduate that they do graduate at that beginning level and we don't expect them to graduate as experts; like we don't expect doctors or lawyers or psychologists. But there does seem to be this expectation from some people, mainly the government, that our social workers graduate and are ready to do top level complex work, and that is just bloody ridiculous quite frankly. (Educator D3)

I am very much in favour of a protected first year of practice while ideally 18 months to 2 years, but let's just go for one, where there are further learning opportunities, excellent supervision, protected workloads and those sorts of things that would just give people the opportunity to consolidate their degree learning into a particular field. (Educator H2)

Obviously, that is quite a subjective question and it depends on the employer, but from doing the field work placements, talking to employers, and actually witnessing how many of our students are very quickly employed. I think our students are very well-prepared at a generic level. They know the boundaries; they know what they don't know...and they know their limitations but they can also practise well. So, it is my perspective, from the inside, that they are actually prepared quite well; but also, from feedback that we are getting from our colleagues out there who are employing them, that our students are sought after. (Educator D1)

e) Additional issues and themes for further exploration

The following issues and themes were also identified in the initial coding of educator interview data and are possible subjects for further exploration and future research.

— The evidence that few educator participants could articulate a clear statement of their programme's philosophy; rather participants tended to refer to aspects of pedagogy and/or particular values (e.g. social justice).
— The centrality of field education raises questions about educational risk associated with the availability of quality placements.
— The universal commitment to a generic qualifying programme with strong support for post-qualifying specialisation.
— The perceived importance of induction for new graduates, with employer responsibility for support during the first year of practice. This is discussed further in the phase two interviews and survey.
— The implication of the perceived difference between the 'real world' as opposed to what students receive or experience in education.
— The development of professional identity and socialisation into the profession.
— Perceived resistance to pressure from employer stakeholders for a more prescriptive curriculum that was often depicted as resistance to dominant neoliberal discourse. Even if participants didn't specifically articulate notions of resistance, there was a strong sense of a contested political context for social work education.

- Changes in the demographics of incoming students and diversity across programmes.
- The future impact of learning technologies (limitations and supports).
- The educators' emphasis on student dispositions when discussing competence and capability (for example, enacted skills like *demonstrating empathy* and *critical thinking;* and attributes, like *walking the talk* and *deep listening*).
- The tensions between institutional imperatives about social work education and the expectations of educators to be research-active and publish (mainly university educators).
- Teaching in silos; several transcripts noted "I can only talk about the courses I teach".
- There were some striking examples on the impact of student hardship on learning – in terms of personal challenges and poverty.

Students

a) Key messages students take from their social work programme

Responses to the question about the key messages that students took from their programmes of study, were closely related to the messages that educators stated they were trying to convey. Students universally referred to the central importance and place of bicultural models of practice, whether this was considered to be very strong or felt to be inadequate in their actual curricula. They also recognised social justice and anti-oppressive practice to be key concerns; and the 'use of self' and reflective practice were also considered to be key components of a good social work curriculum.

Illustrative quotes

I think for me, one of the things I think I've read an awful lot and maybe that is because I've got that particular lens on, but is a lot about the effect that colonisation has had on Māori and I think it comes up I guess as an introduction of introducing whatever the topic is on. (Student I2)

However, even though there are those definitions of what social work is, that is given to us to stand up to social injustices and things like that, there are also that power and control that we work under, that I see and hear and see it in the whole system, the way that the system works. That's what I hear also as a key message. (Student P1)

Anti-oppressive [practice], empowerment, advocacy. (Student P2)

I suppose I've taken out of it there's a lot of stuff about equity and equality stuff and that human rights and helping people access what they deserve to access or what they should be able to access. The importance of working cross-culturally has been touched on a lot every year and specifically on the Treaty of Waitangi and working with Māori but also recognising that New Zealand is a multicultural society now. (Student F1)

I think the 'use of self' kind of comes up quite a lot. (Student F1)

We talk a lot about self-care as well, which I think is really important, but you don't fully understand what it is until you're on placement. (Student I2)

b) Learning activities

Asked about the learning activities they had experienced; students mentioned a range of different activities. Students from a particular institution were very positive about their involvement in enquiry and action learning (sometimes referred to as problem-based learning). Other students were positive about the value of visits to field settings and hearing speakers from the field, both enabling them to get closer to practice. Other students mentioned the value of engaging with social work issues in a range of creative and innovative ways.

Illustrative quotes

I think it's brilliant; enquiry and action learning, as in going to find out info yourself what you are interested in, and you can either do this much or that much. So, I thought it was excellent to have that ability to look at papers, but I'm a reader. I like to read, I'm a slow reader, but I read. (Student B1)

We have done a couple of field trips. One we went to the courts and sat in on court sessions to get an understanding of how they are run and how the court works. That was for my second-year elective paper. We also went to the multi-agency centre in our third year which was a really cool experience to see how working collaboratively actually looks in practice. (Student D1)

Well for me, it was when we've had inspirational speakers. I think if they could shoulder–tap more inspirational people who have done, you know, social work or like that [guest speaker], I mean I'll never forget a single word she said you know. (Student I1)

We had to do a ten-minute presentation, but why I thought it was important – good for myself, it made us through the whole semester we had to gather and read newspaper articles from all over the country, so we had to go search them down and look for them and read them critically against the learning and then present – and it was just a bit of an eye opening, because it's something you wouldn't otherwise normally do. You wouldn't go out looking for child abuse stories or whatever, family violence and all the other themes that were there so that was real eye opener. (Student I2)

We did talk about the changing Ministry in relation to Child, Youth and Family. We had to do an assignment, a blog post, about that for an assignment this year. That was really interesting. (Student D2)

c) How well-informed were students about debates in the social services sector?

Students responses to a question on their current awareness of issues for the social services sector suggested that this was something that educators added to the educational agenda, but there seemed to be variable interest from students in researching 'the big picture'.

Illustrative quotes

I feel well-informed because I made the choice to follow [on social media], I wouldn't call them radical, but people that challenge what is happening out there. (Student B1)

They told us from the get go, we had to watch the news. I tried, I'm like I'm not watching that rubbish. And so, one of the tutors put me onto a not so rubbishy news programme, and I still don't do it. I keep up with it on social media, you know. (Student B2)

…maybe it's just a lack of my personal…not interest because I want to be a social worker so obviously I'm interested in it, but I kind of I suppose I don't look into that or investigate it as much as maybe some others would, I suppose we have looked into it in class sort of along the way throughout our studies and we'd often be suggested or encouraged to do that but I think a lot of it goes over my head personally. I think a lot of it feels too 'big picture' and I've focussed on what I can do to make a difference rather than the bigger picture stuff. (Student F1)

I like to be up to date because I come from a family of right-wing people and I like to be able to know things and expand on the knowledge that I've been given in the degree so I can debate things and voice my opinion. So I think the degree definitely set me up for that, but it was my choice to expand it further and I think that comes down to the individual as to whether or not, you know, they are given the foundation, but whether or not they choose to build on it. (Student G1)

Not too informed because I'm just too busy on placement, with three children, and life and that, and so to actually sit and scroll through Facebook pages or association pages of information I just find ... it's a mental note for my future, I'll catch up, but at the moment I'm just not there. (Student I1)

d) Gaps in the curriculum

In relation to perceived gaps in the social work curriculum, many students identified inadequate coverage of bicultural practice and working with Pasifika. Many also considered that the curriculum focussed on some theories and perspectives at the expense of others. Some specific content gaps identified were working with youth, working with older adults, attachment theory and sexual abuse (although these gaps were usually identified in relation to particular curricula, rather than common across all).

Health social work and working within interdisciplinary teams were also identified as gaps by some students, as was working with complex, many-layered problems.

Illustrative quotes

Bicultural practice, I do not think we have anywhere near enough, like the Treaty paper that we did was just a history paper, which was great if you didn't know the history. (Student A1)

There's definitely not enough, there's not enough Māori students at this institution, specifically not in the social work programme, there's not enough Māori faculty members, or guest lecturing Māori. (Student A2)

I didn't like the Pasifika classes…it was just really like touristy, we are all from the Islands, we are great people, but there was no substance to it and it really embarrassed me. It just felt like we were doing a brochure sort of version of the Pacific Islands and what we should have been taught is like how it is going to help us in practice. (Student E2)

Attachment isn't being questioned, not at all, I mean I've sat through a whole day of lecturers which basically blamed mothers, which was horrific. (Student B1)

One thing that I do think that could have been touched on more at uni was attachment and learning about the different types of attachment and things because that has come up pretty much everywhere, but it is something that is touched on for about half an hour and that's it, and I feel that could have been something that would have been really useful if we rehashed it each year. (Student G1)

After doing a Child, Youth and Family placement I definitely feel that sexual abuse is something that I was NOT prepared for at all. The lecturers talk a lot about physical abuse and neglect but they really don't talk about sexual abuse. (Student D1)

We also didn't do any specific health social work papers and, you know, I think there is a really key role for social workers in a multidisciplinary or interdisciplinary team and you are not taught those skills of how to manage your role. (Student E1)

There is a lot to know and some situations might have two or three [problems], you know, there might be violence and disability and mental illness and it's like how do you prepare yourself to deal with all three, because you have this expectation throughout the learning process that a client or a family or whoever is only going to have one issue, you know, but some people have more than one and it is how do you manage that, what you prioritise as well in a way. (Student H1)

[There is] a lot of information given, but then turning that information into knowledge is missing and that for me is where I don't feel ready as a practitioner and I feel a bit embarrassed to go out because I don't feel that I've had enough case studies, enough ethical discussions, and that is where I think it is turning that information into practical knowledge. (Student K3)

e) Readiness for practice

Most students in the focus groups stated they felt ready for practice with some caveats, generally related to curriculum content in their anticipated field of practice. Students valued the problem-solving and information literacy skills developed during their programmes of study, enabling them to search and find information when faced with new challenges. However, there was fairly widespread anxiety about the perceived pressures of working in some social service environments.

Illustrative quotes

Yeah, I'm fine. But I'm nearly 48. I was ready to do that before I did the degree but I would have been totally dangerous, but yeah, nah I feel all good, [ready to go]. (Student B1)

I feel quite prepared to practise social work. However, I do see that there is still so much more learning and growth for myself because I've only experienced working in social work on my placements. I haven't got any earlier experience from working in the field. (Student B2)

I feel as well-prepared as I can, I guess. It's always nerve-racking doing these things after studying it for four years. I guess I always doubt myself but I just have to take on the feedback from my placement supervisor and be more confident within myself. I think I have the knowledge and skills to practise because the degree has really prepared me in that way. (Student D1)

Yeah, it has just been a real learning experience. Like I said before, you don't just learn about something that you are passionate about, but you learn a lot about yourself in the process. (Student E2)

There is a bit of a fear of the unknown like where I'm going to end up, but I quite like that, the uncertainty. A lot of my colleagues have already sort of said "Oh I'm going to work in youth justice. I'm going to do this". (Student E4)

I don't really have a certain place and I'm sort of just open. I will just go to wherever the wind blows as long as I'm there and I'm really needed, but the one thing that drives me is I need to help my own people because we are really…there is a lot of help that is needed in our communities. (Student E5)

I think what concerns me is not so much the actual job, it's the political environment… that's what concerns me and that's what fills me full of doubt. I can see the job of a social worker is something that I could do, but I don't know about this current environment …this sort of targeting, needs-based, government that we've got at the moment and you know it really concerns me. I've spent a lot of time over the past couple of months with service providers and they're really depressed, you know. A lot of the social workers are just desperate because they're trying to empower people, which I think is a term that's totally overused in social work because how can you empower people when there's nothing at the end of it, you know; funding's been cut, there's no housing for people, people can't get better mentally or cure their addiction because there's no house for them to live in. (Student I1)

f) Additional issues and themes for further exploration
The following issues and themes were also identified in the initial coding of student interview data and are possible subjects for further exploration and future research.

— Students discussed being unclear on the relevance of some content, for example social policy, and it not being understood until placement and third-year content.
— Unevenness across the programmes about how engaged students were with current news events. Their engagement in content about current NZ politics and the policy environment seemed to be largely lecturer-driven.
— The disproportionate onus on placement for specific, specialist field of practice content noted by students.
— Apparent inconsistent quality and frequency of placement supervision.
— The perception that part-time work or previous work experience in social services enhanced learning from the degree.
— Inconsistent reliability of technology access for off campus courses.
— That few students made any reference to findings from empirical research.

Conclusions from the focus group analysis

Whist the curriculum mapping analysis in part one of this report offered insights into the declared curriculum, the educator and student focus groups explored perceptions of the *taught* and the *learned* curriculum. In terms of messages intended by educators and received by students there was a strong concurrence in relation to the importance of bicultural practice, a commitment to social justice and an emphasis on the 'use of self' and reflective practice.

Educators struggled to provide a clear statement of the philosophy underpinning their social work programme, but responded more by identifying the core principles of social work to be imparted. Both educators and students emphasised the centrality of good, well-supervised field placements in the preparation of beginning social workers and in the process of integration of curriculum content and skills in actual practice settings.
Educators noted that curriculum content was a contentious area and identified some concerns about the external influence over content, especially in the area of child protection, which is seen to be at the expense of other areas, for example, community development and adult social work in areas such as mental health, older people and disability.

Student comments on content suggested considerable variability across programmes as to whether topics such as family violence, mental health, health and disability were given particular emphasis via compulsory courses or electives or were integrated across the programme. This finding concurs with the diversity in topic emphasis and course organisation suggested in the curriculum analysis. Non-Māori students also noted concerns about their abilities in relation to practise truly bicultural social work with

Māori, beyond an understanding of the Treaty of Waitangi. Educators also considered that teaching in this area could be improved upon. Put in the context of the findings from the curriculum mapping analysis – that terms associated with bicultural practice and te ao Māori appear liberally throughout curriculum – this finding seems difficult to interpret. One possibility is that, since many of the courses in the sample were new and had not yet been offered, there were curriculum design improvements that had not yet been implemented. Another possibility is that there is a disjuncture between the intentions of the declared curriculum and the curriculum actually taught. Further investigation is required before conclusions can be drawn.

Our discussion with students and educators enabled us to gain some views on readiness to practise prior to completion of their qualification. Both students and educators were generally positive about readiness to practise, with ambivalence about whether new graduates should be expected to be entirely ready. As illustrated by the quotes provided above, there were caveats suggested by both groups; these concern mainly the complex and pressured environment of practice environments and the need for good support and ongoing learning on entry to the workforce.

This section of our report provides an overview of the findings from the focus group analysis. The student and educator data explored here should also be read alongside the data in the phase two report on the experiences of newly qualified social workers and their managers. To conclude this section, a final quote captures very well the mixed feelings of final year students as they face the transition into professional practice.

> I don't think that you'd ever feel completely prepared going into a brand-new role. To walk into either of the placements I've just had, I'd feel completely competent and completely confident, but I think there's something about going into a brand-new agency as a brand-new social worker and taking that student label off that's daunting. But I think the experience that I've had this year, in trusting what I know, and trusting what I've learnt, has helped me to kind of…not fake it till you make it…but bluff your way through those first few months if you need to, and learn about the environment that you're going to be working in. So yeah, I feel competent but I think it's still a little bit daunting. Or terrifying. (Student F1)

One final concern found in both educators' and students' focus groups was the variability of supervision on field placements which we have reported in detail in Hay et al. (2018). Overall, student participants revealed some dissatisfaction with the taught curriculum on supervision that occurs on campus prior to the placement experience. Many students reported limited access and regularity of placement supervision and associated quality supervision with "being lucky" (Hay et al., 2018). Educators recognised the importance of the placement allocation process for contributing to effective placements and limitations in the application of the classroom teaching on supervision. Students and educators emphasised the value of external supervision to fill gaps in agency supervision where registered social workers were not available. These findings pose challenges for schools of social work and the wider social service sector, where placements are sourced. Students should be able to consistently access effective placement supervision, rather than consider this a matter of luck.

Conclusions and recommendations

Phase one of the Enhance R2P project set out to explore the social work curriculum in Aotearoa New Zealand and to map the declared curriculum as well as gaining some insight into the taught and the learned curriculum through the use of qualitative focus discussion groups. From the curriculum mapping exercise, we learned that while there were many commonalities across institutions in terms of the range of topics referred to in curriculum documentation, there were also significant differences in the architecture of programmes and in the extent to which some key topics were emphasised and organised. Some key topics of concern did seem to be less evident in the course descriptors of some institutions than the research team expected. While this absence is puzzling, it may or may not reflect the actual content of the taught curriculum.

One possible explanation may be related to the quality assurance regime within institutions. Several of our participants argued that course descriptors were official institutional documents that had to be complied with and, since changes to these documents required review by internal and external committees and regulators, it was better to draft them as very high-level statements. In other words, the regulatory regime of educational institutions (and bodies such as NZQA) may lead to the production of curriculum documents that contain only high-level and abstract data that may not identify clearly the particular topics taught.

For sound pedagogical reasons most contemporary curriculum documents highlight course learning outcomes or what students should be able to know and do by the end of the course, and therefore the degree. Course learning outcomes tend to be drafted at a high-level of abstraction describing "knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject" (NZQF, 2016, p.15). Whilst these high-level outcome statements are essential, and drive assessment and learning processes, it also seems reasonable, especially in relation to professional education, that certain core topics should be understood by all graduates. For example, a course might include the learning outcome that "Students will be able to explain the biological, psychological, social and cultural influences on human development across the lifespan". Yet, if an understanding of attachment or dementia or trauma is considered critical to graduate capability, the high-level learning outcome is no guarantee that these topics will be taught or learned. This is not an argument for a prescribed national social work curriculum, but it is an argument for a clear statement of the core knowledge and skill topics that are required of newly qualified social workers and for a process of describing and mapping these to curricula in a way that ensures core topics are included without discouraging innovation and experimentation in curriculum design.

The Enhance R2P team believe that the social work education community in Aotearoa New Zealand can move in this direction by building on the tools developed by the research project. For example, by developing the TISWEANZ taxonomy from a descriptive taxonomy of terms in use to an ideal or prospective taxonomy including core curriculum terms that every programme should include. In addition, using a database to continue to map course documents to taxonomy terms would enable educators to maintain much greater control of curriculum topics ensuring that overlap and redundancy is managed as programmes and courses develop and change over time. Additional benefits of a shared curriculum mapping process would include: enabling educators to make the topic-based nature of the curriculum more transparent to students, regulators and other stakeholders; sharing and recognising the value of terms in te reo Māori; and allowing clearer comparisons with curricula in other jurisdictions.

The Enhance R2P team are of the view that that this curriculum mapping process is one that is best owned, managed and controlled collectively by social work educators rather than imposed by a regulatory body; we therefore make the following recommendations.

Recommendation one: Maintain and develop the taxonomy

We recommend that the Council for Social Work Education in Aotearoa New Zealand (CSWEANZ) opens discussions with other relevant stakeholders to seek resources to further develop the taxonomy of terms from a descriptive taxonomy of terms in use, to a prospective or ideal taxonomy of educational terms, including core curriculum terms that every programme should include. The taxonomy would serve as a valuable reference point for curriculum designers and have other uses in terms of offering a classification system for curriculum resources. In addition, if the taxonomy created expanded the number of scope notes (definitions of terms), it could serve as a glossary of terms that would have educational value for learners in its own right.

Recommendation two: Maintain and develop the database of curriculum documents

We recommend that the Council for Social Work Education in Aotearoa New Zealand (CSWEANZ) opens discussions with other relevant stakeholders to seek resources to further develop the curriculum database developed by the research team. It would be possible to give programme leaders from each institution access to the database to upload and classify curriculum documents as they change over time, thus maintaining an ongoing record of the curriculum in Aotearoa New Zealand and ensuring the capacity to routinely produce curriculum maps. Further developments to the database could include the capacity to note the level at which topics are taught, as suggested by Siirtola, Räihä and Surakka (2013).

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Appendix A

Analysing curriculum areas of concern

The tables below show the taxonomy terms from TISWEANZ used in the analysis of curriculum areas of concern. Each table shows the broad terms and narrower terms associated with the curriculum area of concern (the narrower terms are indented in the left-hand column). In the right-hand column the tables also show scope notes (SN) or short definitions of some terms; synonyms that the preferred term (in the left-hand column) should be used for (UF); and related terms (RT). For an explanation of the creation of the taxonomy see Ballantyne et al. (2016a) and Ballantyne et al. (2017), and for the complete taxonomy see Ballantyne et al. (2016c).

Human Development Related Terms

Preferred term	SN scope note, UF use for, RT related term
Human development	
adolescence	
adult development	
ageing	RT age, ageism, older people
biological development	RT physical development
child development	SN stages of child development
cognitive development	
emotional development	UF affective development
attachment	UF bonding
moral development	
physical development	RT biological development
psychosocial development	
Psychology	
developmental psychology	

Child Protection, Risk and Family Violence Related Terms

Preferred term	SN scope note, UF use for, RT related term
Risk	
protective factors	
risk assessment	
risk factors	
risk indicators	
risk management	
risk prevention	
Safety	
critical incidents	
safety planning	
Social issues	
abuse	
child abuse	

Preferred term	SN scope note, UF use for, RT related term
sexual abuse	
violence	
family violence	UF domestic violence
Social work	SN purpose, role and function of social work
child protection	
Social work methods	SN social work practice approaches and models
safe practice	RT safety

Mental Health, Addiction and Trauma Related Terms

Preferred term	SN scope note, UF use for, RT related term
Mental health	RT hauora hinengaro
mental health problems	
dementia	
depression	
DSM	UF Diagnostic and Statistical Manual of Mental Disorders
post-traumatic stress disorder	UF PTSD
stress	RT stress management
burnout	
Policy	
mental health policy	
Psychiatry	
Psychology	
abnormal psychology	
psychological disorders	
psychotherapy	
Social issues	SN general social issues
abuse	
substance abuse	
addiction	
alcohol	
drugs	
Social services	RT welfare
addiction services	
Trauma	
Theory	
psychodynamic theory	
psychological theories	
Therapy	
cognitive behavioural therapy	
dialectical behaviour therapy	
Gestalt therapy	
motivational interviewing	
solution-focussed therapy	

Physical Health and Disability Related Terms

Preferred term	SN scope note, UF use for, RT related term
Health	RT waiora
Māori health models	
Meihana Model	SN social practice model to guide clinical assessment and intervention, encompassing the original Te Whare Tapa Whā cornerstone concepts (whānau, wairua, tinana and hinengaro) with the addition of taiao (physical environment) and iwi katoa (societal context)
Te Mahi Whakamana	SN Leland Ruwhiu's mana–enhancing social and community work practice indigenous framework, which draws upon 'he ngakau Māori' – the Māori heart
Te Whare Tapa Whā	SN Māori holistic health model based on the four cornerstones of wellbeing: taha tinana (physical health), taha wairua (spiritual health), taha whānau (family health) and taha hinengaro (mental health)
whānau ora	SN family health approach using Māori cultural values of support from extended family and the community
Pasifika health models	RT Pasfika practice models
Fonofale model	SN Pacific Island health model
Fonua Model	SN Pasifika health promotion model
public health	
sexual health	
Illness	SN unspecified types of illness
chronic illness	UF chronic ill health
terminal illness	
People	
disabled people	
Disabilities	
Loss	RT bereavement, death, grief
Death	
bereavement	
dying	
suicide	
Care	SN impact, traditions and types of care; approaches to care
care plan	
palliative care	UF hospice care
Social work methods	SN social work practice approaches and models
interagency cooperation	RT multidisciplinary teams
multidisciplinary teams	UF interdisciplinary teams. RT interagency cooperation
Wellbeing	
Māori wellbeing	SN Māori approaches, concepts, frameworks, models or perspectives on wellbeing

Te Ao Māori Related Terms

Preferred term	SN scope note, UF use for, RT related term
Aroha	SN love, compassion, empathy, sympathy
Bicultural practice	RT biculturalism, cross-cultural practice
Biculturalism	RT bicultural practice, multicultural practice, multiculturalism
Puao-te-ata-tu	SN 1988 report investigating the treatment of Māori by the Dept of Social Welfare, from the Māori Perspective Advisory Committee
Hinengaro	SN pathway of thought; intellect, mind
Kaupapa Māori	SN incorporating the knowledge, skills, attitudes and values of Māori society. RT Māori values.
mana	SN prestige, honour, influence, power, status, self-esteem, authority that is acquired through whakapāpā and can also be added on through one's contribution in te aohurihuri.
mana whenua	SN territorial rights or power derived from possession and occupation of tribal land
manaakitanga	SN care for a person's mana, to express love and the concepts of hospitality and mutual obligation.
wairua	SN soul or spirit. RT spirituality
wairuatanga	SN spirituality
Kaupapa Māori sector	The sector with a clear focus on Māori issues
Kawa whakaruruhau	SN cultural safety within the Māori context. RT cultural competence, cultural safety
Kotahitanga	SN unity, togetherness/collectively woven together as one
Language	
Cook Islands Māori language	RT te reo Māori, Kuki Airani
Māori language	RT te reo Māori, Te reo o ngā tupuna
Māori idioms	SN oral or written idiomatic phrases or colloquialisms
Māori proverbs	RT whakataukī
Māori vocabulary	
Te reo Māori	RT Māori language
kīrehu	SN phrase with hidden meanings or multiple interpretations. RT kīwaha
kīwaha	SN colloquial idiom that gives emphasis to polite sarcasms. RT kīrehu
ngā kōrero tuku iho	SN oral traditions.
te reo Māori Kuki Airani	RT Cook Islands Māori language
Māori culture	RT Māori society, Māori world views, te ao Māori
Māori customs	RT tikanga
Māori development	SN Māori socio-economic, cultural, health or youth development, strategies and initiatives
iwi development	UF tribal development
Māori protocols	RT tikanga
marae protocols	RT kawa
Māori social structures	
Hapū	SN groups of inter-related whānau joined together by whakapapa

Preferred term	SN scope note, UF use for, RT related term
Iwi	SN large social unit associated with a distinct territory
Kaumātua	SN elderly men or women of status within a whānau
Rohe	SN district, region
Whakawhanaungatanga	RT building, making & maintaining healthy people relationships
Whānau	SN extended family unit. RT aiga, families
Whanaungatanga	SN system of kinship, including friendship and blood relationships; sense of belonging to a people
Whāngai	SN Māori customary practice of fostering or adopting a child into the wider family group. RT foster care.
Marae	SN open space in front of a meeting house for formal greetings and discussions
noho marae	SN stay at a marae
NZ history	
colonisation	
Declaration of Independence of NZ	SN signed in 1835 by northern chiefs asserting their sovereignty over New Zealand
decolonisation	
immigration history	
Māori history	SN history of Māori/biculturalism/NZ settlement/events impacting tangata whenua including institutional racism.
People	
kaumātua	SN elderly men or women of status within a whānau
Māori people	RT tangata whenua o Aotearoa (Tāngata Māori)
tangata whenua	SN Māori people as the indigenous people of NZ. RT Māori people
tauiwi	SN foreigners, non-Māori, arrivals to a place
Rangatiratanga	RT leadership
Te ao Māori	SN traditional Māori world view, including language, culture, customs and relationships. RT Māori culture, Māori society,
kaitiakitanga	SN stewardship by the tangata whenua of an area in accordance with tikanga Māori in relation to natural and physical resources
mātauranga Māori	SN theoretical or practical knowledge acquired through education and/or experience
mōhiotanga	SN intrinsic knowledge. RT life-long learning
pūkengatanga	SN expression of knowledge, cared for, promoted and handed on; expertise
mauri	SN essence of life or life-force
noa	SN free from tapu or any restriction
tapu	SN status of separateness conferred by ritual to set things apart from ordinary matters (noa)
tūrangawaewae	SN ancestral area where a person has a sense of belonging, a place where one has the right to stand
utu	SN principle of Māori justice, involving just retribution for ill-will, insult, etc.

Preferred term	SN scope note, UF use for, RT related term
Te Tiriti o Waitangi	RT Treaty of Waitangi
Tikanga	SN correct and true way; customs and traditions that have been handed down. RT Māori customs, Māori protocols
hui	SN assembly, meeting, gathering
karakia	SN incantations, ritual chants, prayers
kawa	RT protocols
mihimihi	SN basic introduction to let people know about yourself
pepehā	SN introducing yourself in Māori
poroporoaki	SN speech of farewell to a departing person, or a closing speech
pōwhiri	SN official welcoming ceremony, a marae ritual
tangihanga	SN mourning ceremonies and rituals preceding and including a funeral
waiata	SN Māori songs, chants
whaikōrero	SN art of oration or rhetoric; an oration itself
whakatau	SN shorter form of welcome than a pōwhiri
whakataukī	SN proverbs and traditional metaphorical sayings, said with emphasis. RT Māori proverbs
Tino rangatiratanga	SN autonomy of Māori to determine their own affairs, independent of government; paramount chieftaincy. RT advocacy, capacity building, empowerment, Māori sovereignty, self-determination
Te Tiriti o Waitangi	RT Treaty of Waitangi
Treaty of Waitangi	RT Te Tiriti o Waitangi
Treaty partnerships	
Treaty settlements	
Waitangi Tribunal	
Tūmanakotanga	SN hope, desire, aspiration. RT aspiration
Māori values	RT kaupapa Māori
Waiora	RT health
Wellbeing	
Māori wellbeing	SN Māori approaches, concepts, frameworks, models or perspectives of wellbeing
Whakapapa	SN genealogy; genealogical descent of all living things
Whakapono	SN to believe, trust; or religious beliefs.
Māori world views	RT Māori culture, Māori society, te ao Māori

Appendix B

Educator focus group questions

1. How would you describe the philosophy of teaching on this social work programme?

2. What content areas of curricula are emphasised in your programme?

3. What are the key messages about social work practice emphasised in your programme?

4. What knowledge and skills do you think graduates need to be effective practitioners?

5. What types of learning activities do you use on your programme?

6. To what extent has your programme focussed on areas of risk assessment and trauma?

7. To what extent are areas related to child protection and mental health covered in your programme?

8. What topics areas do you feel need more attention in your programme?

9. What is your response to the current criticisms that have been levelled at social work education in this country?

10. How well-informed do you feel students are about the current debates in social work and welfare sectors?

11. How well-prepared do you think graduates in your programme are for entering the field?

12. What limitations (if any) do you feel there are in your social work education programme?

13. We are interested in learning from you anything about the topic of graduate readiness to practise in social work. Is there anything we have not covered in this discussion you would like to add?

Student focus group questions

1. How would you describe your learning on this social work programme?

2. What sort of areas have you learned most about?

3. What are the key messages about social work practice emphasised in your programme?

4. What knowledge and skills do you think you most need to become an effective social worker?

5. What type of learning activities have you done on the programme that have been most meaningful?

6. How well-informed do you feel about the current debates in the social work and welfare sectors?

7. To what extent has your programme focussed on areas of risk assessment and trauma?

8. To what extent do you feel you learn about working in child protection and mental health?

9. How well-prepared do you feel to practise social work?

10. What are the areas you feel you need to know more about?

11. What limitations (if any) do you feel there are in your social work education programme?

12. We are interested in learning from you anything about the topic of graduate readiness to practise in social work. Is there anything we have not covered in this discussion you would like to add?