**Referee Statement: Related to Professional Statement**

# Explanatory notes for supervisors completing this reference statement.

You have been asked to complete the following form by a social worker who is seeking to have their international social work qualification assessed by the AASW for migration and/or employment purposes.

Please note that you may be contacted directly by the assessing officer if further clarification is needed. There are 5 criteria/components to the assessment process. An applicant (social worker) must:

1. The qualification must be a specific qualification in social work. (Related qualifications such as Social Care, Sociology or Psychology for example will not be accepted unless they also include a professional qualification in social work).
2. The qualification must be regarded as a professional social work qualification in the country of training, recognised by the official association which is responsible for accreditation of social workers and/or social work courses (where such an association exists). The qualification must enable eligibility for membership of the professional social work association of the country of training (where applicable), and where eligibility is conferred by formal qualification. The qualification must enable registration/licensing where such conditions exist in the country of training.
3. The learning outcomes of the professional social work qualification should be comparable to the learning outcomes required to be demonstrated by graduates of AASW accredited social work qualifications. These learning outcomes are listed below as are the indicators of meeting each learning outcome amended to align with ASWEAS August 2023.
4. An applicant must have completed at least 1000 hours of field education in at least two field placements and with two contrasting practice foci at least one of which was in direct practice. Field education placements are required to cover a range of social work methods of intervention. Field education placements must be taken over two academic years in conjunction with the professional social work program of study.
5. High-level English language skills are essential to the practice of social work in Australia. All applicants applying to have their qualification assessed for migration purposes and/or to determine AASW membership eligibility, must provide evidence that they have sufficient English language skills to work as a qualified social worker in an English language environment.

As the referee, you will need to provide a statement as to your relationship with the applicant and make a declaration that you are an appropriate referee as detailed below:

* + You are a supervisor and have direct and specific knowledge of your social work practice, as derived through the supervision process itself.
  + You have relevant qualifications and experience in the field/setting in which the assessment relates and some training/experience in supervision. Additionally, the supervision must be in accordance with the [AASW Supervision Standards](https://my.aasw.asn.au/s/article/AASW-Supervision-Standards) and the [AASW Code of Ethics.](https://my.aasw.asn.au/s/article/AASW-Code-of-Ethics) An appropriate supervisor may include:
    - Clinical Supervisor
    - Direct manager/ line manager if they are also your supervisor
    - External supervisor
    - Senior Clinician (if they are also your direct supervisor)
    - Group supervisor
    - Peer supervisor

Note: you cannot complete this referee statement if one of the below applies:

* + You have a close, personal or intimate relationship with the applicant (i.e. they are a spouse/partner)
  + You are a relative or family member of the applicant
  + You do not hold a relevant qualification/s and experience in the setting/field in which the credential relates

**Section 1: Referee and Applicant Details**

This is to be completed by an employer/supervisor - past or present.

Name of applicant:

# Your personal details

|  |  |
| --- | --- |
| Title: |  |
| Full name: |  |
| Position/job title: |  |
| Qualification: |  |
| Employer: |  |
| Phone: |  |
| Email: |  |

**Relationship with applicant**

Please describe your relationship with the applicant and the nature of your role as the employer/ supervisor. Please include relevant dates and details of the practice setting in which you work (or worked) with the applicant. Please attach a separate typed and signed page if more space is required.

1. What is your relationship with the applicant? (e.g. clinical supervisor, external supervisor).
2. What social work qualifications and experience do you have?

**Please note:** Referees must have appropriate social work qualifications AND experience.

1. What dates did you work with the applicant?

# Section 2: Referee comments related to the applicant's response to the ASWEAS graduate learning outcomes linked to their post qualifying employment

Applicants are required to demonstrate knowledge, skills and experience in their social work practice in lieu of a deficit in their social work curriculum and/or field work placements. The learning outcomes

of the professional social work qualification should be comparable to the learning outcomes required to be demonstrated by graduates of AASW accredited social work qualifications. These learning outcomes are listed below as are the indicators of meeting each learning outcome amended to align with ASWEAS August 2023.

Please tick the appropriate box against each of the graduate learning outcomes listed to indicate that, in your view, the applicant meets or does not meet this outcome. There is additional space for comments if required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Outcome 1 - Value and Ethics** | | **Yes** | **No** | **N/A** |
| 1.1 | Be accountable for the quality of their practice, the decisions they make and their professional actions | ¨ | ¨ | ¨ |
| 1.2 | Acknowledge and accept responsibility for what is within their power, control or management | ¨ | ¨ | ¨ |
| 1.3 | Ensure service users are made aware of the AASW Code of Ethics and the organisational and professional complaints mechanisms available to them | ¨ | ¨ | ¨ |
| 1.4 | Clearly articulate the ethics underpinning their approach to decisions and actions | ¨ | ¨ | ¨ |
| 1.5 | Seek advice from supervisors or senior colleagues where ethical issues are unresolved or create potential risks for the parties involved | ¨ | ¨ | ¨ |
| Further Comments: | | | | |
|  | | | | |
| **Learning Outcome 3 - Advocacy** | | **Yes** | **No** | **N/A** |
| 3.1 | Ensure that the rights of the people they work with are promoted, protected, and upheld | ¨ | ¨ | ¨ |
| 3.2 | Provide leadership and advocacy for policy and practice aimed at achieving a fair and equitable allocation of social resources | ¨ | ¨ | ¨ |
| 3.3 | Support action to enable people to live a life free of abuse, neglect, exploitation and violence | ¨ | ¨ | ¨ |
| 3.4 | Advocate for measures that address the inequitable impact of climate and other environmental factors on the health and wellbeing of people | ¨ | ¨ | ¨ |
| 3.5 | Challenge policies and practices that are oppressive and fail to meet international standards of environmental sustainability, human rights, social inclusion and social development. | ¨ | ¨ | ¨ |
| 3.6 | Promote public policy initiatives aimed at eliminating structural and systematic inequities experienced by people | ¨ | ¨ | ¨ |
| Further Comments: | | | | |
|  | | | | |
| **Learning Outcome 4 - Culturally responsive and inclusive practice** | | **Yes** | **No** | **N/A** |
| 4.1 | Apply an intersectional lens in their approach to complexities around culture and diversity | ¨ | ¨ | ¨ |
| 4.2 | Respectfully engage with people who have culturally diverse identities | ¨ | ¨ | ¨ |
| 4.3 | Adapt and modify their practice on the basis of a critical awareness of how their personal values, cultures and beliefs impact on their interactions with people | ¨ | ¨ | ¨ |
| 4.4 | Consult with relevant community members to inform their work with and for people from diverse identities and backgrounds | ¨ | ¨ | ¨ |
| 4.5 | Advocate for organisational policies and processes that aim to counter the effects of overlapping forms of discrimination, stigma and power imbalance in service delivery | ¨ | ¨ | ¨ |
| 4.6 | Practise from a culturally safe framework and promote appropriate organisational policies and practice | ¨ | ¨ | ¨ |
| Further Comments: | | | | |
|  | | | | |
| **Learning Outcome 5 - Knowledge for practice** | | **Yes** | **No** | **N/A** |
| 5.1 | Develop and work from a clearly articulated framework for reflective practice | ¨ | ¨ | ¨ |
| 5.2 | Adopt or adapt innovations in practice on the basis of a critical assessment of evidence, and the needs, preferences and changing contexts of service users | ¨ | ¨ | ¨ |
| 5.3 | Modify their approaches in the light of new and emerging global social, health, political, economic and environmental challenges and knowledge | ¨ | ¨ | ¨ |
| 5.4 | Contribute their critical perspectives in interactions with other professions in a positive and constructive manner | ¨ | ¨ | ¨ |
| 5.5 | Practise within the limits of their professional scope, knowledge and skills, and where necessary, direct people to alternative sources of professional advice | ¨ | ¨ | ¨ |
| Further Comments: | | | | |
|  | | | | |
| **Learning Outcome 6 - Applying knowledge to practice** | | **Yes** | **No** | **N/A** |
| 6.1 | Recognise, and use responsibly, the power and authority they have when exercising professional judgement affecting people | ¨ | ¨ | ¨ |
| 6.2 | Recognise and respect the exercise of autonomy by service users and professional practitioners and the differences there may be in professional perspectives and decision-making | ¨ | ¨ | ¨ |
| 6.3 | Critically assess the quality and veracity of all relevant information to support their decisions | ¨ | ¨ | ¨ |
| 6.4 | Make decisions aimed primarily at achieving the best possible outcomes for people | ¨ | ¨ | ¨ |
| 6.5 | Assess the nature and level of risk to people and incorporate that into the overall assessment | ¨ | ¨ | ¨ |
| 6.6 | Make assessments and decide courses of action informed and guided by the lived experience, wishes and preferences of service users to the fullest extent possible | ¨ | ¨ | ¨ |
| 6.7 | Ensure their decisions are contextualised with respect to the impact of intersectional factors | ¨ | ¨ | ¨ |
| 6.8 | Consult with other professional practitioners who are contributing to the wellbeing of the people they serve or work with | ¨ | ¨ | ¨ |
| Further Comments: | | | | |
|  | | | | |
| **Learning Outcome 7 - Professionalism** | | **Yes** | **No** | **N/A** |
| 7.1 | Encourage and celebrate excellence in social work practice and in contributions to the standing of the profession | ¨ | ¨ | ¨ |
| 7.2 | Promote the unique scope and contribution of social work to the people they serve, including within interdisciplinary settings | ¨ | ¨ | ¨ |
| 7.3 | Treat colleagues and all who contribute to the wellbeing of service users with courtesy, and demonstrate respect for their individual expertise | ¨ | ¨ | ¨ |
| 7.4 | Work to advance professional knowledge through research, evaluation, education, consultation and sharing good practice | ¨ | ¨ | ¨ |
| 7.5 | Advocate for the provision of best practice professional development and supervision for current and future colleagues | ¨ | ¨ | ¨ |
| 7.6 | Contribute to building a diverse and highly competent workforce and respected profession | ¨ | ¨ | ¨ |
| Further Comments: | | | | |
|  | | | | |
| **Learning Outcome 8 - Supervision** | | **Yes** | **No** | **N/A** |
| 8.1 | Undertake formal supervision, relevant to their area of practice, by an appropriately trained, senior social work qualified supervisor | ¨ | ¨ | ¨ |
| 8.2 | Maintain a record of supervision for the duration of the supervisory relationship | ¨ | ¨ | ¨ |
| 8.3 | Ensure there is a clear focus in supervisory relationships on strengthening professional identity and practice, separate and distinct from line management roles | ¨ | ¨ | ¨ |
| 8.4 | Balance their attention to the three functions of supervision — education, support and accountability | ¨ | ¨ | ¨ |
| 8.5 | Use supervision to examine and critically reflect upon their personal and professional values and the implications for practice | ¨ | ¨ | ¨ |
| 8.6 | Use supervision to demonstrate integration of professional knowledge and theoretical approaches to practice | ¨ | ¨ | ¨ |
| Further Comments: | | | | |
|  | | | | |
| **Learning Outcome 9 - Professional development** | | **Yes** | **No** | **N/A** |
| 9.1 | Regularly monitor, evaluate and review their skills, knowledge and expertise to maintain, improve and broaden their professional development | ¨ | ¨ | ¨ |
| 9.2 | Sustain, deepen and broaden their skills, knowledge and practice expertise for continued professional development | ¨ | ¨ | ¨ |
| 9.3 | Systematically identify their current and future professional learning needs | ¨ | ¨ | ¨ |
| 9.4 | Address these needs through education, training, consultation, supervision, mentoring and similar forms of support | ¨ | ¨ | ¨ |
| 9.5 | Be active learners, open to new and emerging knowledge, research and evidence informing their practice | ¨ | ¨ | ¨ |
| 9.6 | Share advice, expertise and new developments with colleagues | ¨ | ¨ | ¨ |
| 9.7 | Demonstrate evidence of their learning experiences as the basis for ongoing reflective practice. | ¨ | ¨ | ¨ |
| Further Comments: | | | | |
|  | | | | |
| **Recommendation** | | | **Yes** | **No** |
| In your professional opinion is the applicant capable of practicing in accordance with the ASWEAS graduate learning outcomes August 2023? | | | ¨ | ¨ |



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T 03 9320 1077

**Section 2: Declaration**

I declare that:

1. The information I have supplied on this form and any attachments is complete, correct and up to date
2. I am an appropriate referee and meet the referee requirements as set out in the referee statement information
3. I have read and understood the information supplied to me in the explanatory notes accompanying this application

|  |  |
| --- | --- |
| Name: |  |
| Signature: |  |
| Date: |  |