Who sets the standards?

A comparison of social work education in three countries

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	Popn	How many SW programs	Type and length of qualifying program	Mode of qualification
Australia	22.7	26 programs	4 year BSW Or 2 year MSW	Majority BSW, but substantial increase in MSW
Ireland	6.4	4 programs	4 year BSW	Majority MSW
Sweden	9.5	16 programs	3.5 year BSW	Majority BSW

Accreditation process

	Who	How
Australia	Panel of 3 selected from pool of AASW accredited reviewers	Every 5 years; Documentation re: program Site visit (approximately 3 days), includes interviews with academics, employers and students Post visit report
Ireland	Panel of 3-5 people selected from pool of reviewers by the Social Workers Registration Board (SWRB)	Biennial monitoring & 5-year Review A self-evaluation report based on extensive consultation process Site visit (2-3 days), includes interviews with staff, students and field educators Post visit report Report and university response sent to SWRB for final decision re approval
Sweden	Panel of 12, mostly professors (7), 1 former social worker, 1 manager and 3 students.	Every 6 years A self-evaluation report is collected from the universities Site visit (2-3 days), includes interviews with staff and students Post visit report.

Nature of the accreditation process

	Institution	Standards documents
Australia	Australian Association of Social Workers	ASWEAS (75 page document)
Ireland	The Social Workers Registration Board (SWRB) established by the Health and Social Care Professionals Council (CORU) under the *Health and Social Care Professionals Act 2005*	Criteria and Standards of Proficiency for Social Work Education and Training Programmes document (27 pages)
Sweden	National Agency for Higher Education	2 page document in the **Higher Education Ordinance** where the Systems of Qualifications for a degree in Social Work is outlined.

Inter-country variations in standard setting and monitoring

Diverse voices

- In each of the countries, a different stakeholder group takes primary responsibility for social work education, this has consequences for the form and recognition of the social work profession.

- The service user voice is absent as a formal stakeholder in all three countries;
- Students contribution is marginal;