PROGRAMME INFORMATION

Bachelor of Social Work
WHO WE ARE - Tenei Matou

BTI is a charitable company owned by the Christian Education Trust. The CET was established in 1986 with the vision of extending God's Kingdom by providing Christ-centred education for students of all age groups. As a Charitable trust, all profits are invested straight back into education.

OUR MISSION
To provide Christ-centred, biblically informed, professional preparation, development and research, for influential service.

OUR ETHOS
We believe that people teach, counsel and relate out of who they are. Because of that, we are interested in the growth of men and women, not only towards a professional goal, but towards reaching their God-given potential. Relationships are central to life at BTI as we work and grow together.

OUR HEART
We support people to grow holistically. Academically, we want to stretch students towards excellence so they are able to translate knowledge and skills into professional practice. Alongside this, we want to develop practitioners who are teachable, secure and gracious. We anticipate that patterns established at BTI such as work habits, relationships and spiritual perspectives will grow and develop in depth and richness over the years.

OUR PURPOSE
We offer a wide range of contexts, activities, ideas and methods in our courses so that this growth may take place. We want to help form professionals who are sought after for their personal and professional standing.

OUR VALUES
We seek to foster Christ-like servant leadership, sound relationships and a sense of community where each individual is respected and supported. Quality in both personal and professional endeavours and a balanced lifestyle are integral to our aims.
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ABOUT BTI’s SOCIAL WORK EDUCATION PROGRAMME</td>
<td>4</td>
</tr>
<tr>
<td>THE GRADUATE PROFILE</td>
<td>6</td>
</tr>
<tr>
<td>PROGRAMME INFORMATION</td>
<td>9</td>
</tr>
<tr>
<td>4yr degree: Bachelor of Social Work</td>
<td></td>
</tr>
</tbody>
</table>

**NZQA’s Rating of BTI**

NZQA, through its external evaluation and review process (EER), rates BTI as a category 1 provider - Highly confident for educational performance and Highly confident in self-assessment capability. BTI was last evaluated in August 2016; our next review will take place in 2020.

For more information, please visit: [http://www.bti.ac.nz/nzqa-rating.html](http://www.bti.ac.nz/nzqa-rating.html)
BTI was involved in the education of professional teachers since 1993 and counsellors since 1998. Then, as a result of requests from faith-based social work agencies across New Zealand and in partnership with them, BTI developed a Bachelor of Social Work programme introduced in 2012. The Bachelor of Social Work will equip students for a wide range of future social work roles with individuals, couples, families, communities as well as international aid and development.

The purpose of this programme is to produce passionate social and community workers who follow the call in Micah 6:8 to do justice through walking in partnership with individuals, families, communities and systems to uphold human rights and enhance dignity, well-being, liberation and working towards change; to love mercy through compassionate, accepting, truth-speaking support; and to walk humbly with their God through wise, competent, self-aware, ethical, relational, reflexive and solution-finding practice; in short, who increase the net amount of shalom in the world.

What is Social Work?

Social Work springs to life out of a deep valuing of the intrinsic worth of each individual, and a deep respect for the sheer diversity of people. As a discipline, Social Work has a 360 degree view of the world; a view which encompasses the variety of races, cultures, religions, ethnicities, genders, sexual orientations and abilities that make up God’s human family. Social Workers have both a deep compassion for the brokenness and distress that people suffer, as well as a profound appreciation of the strengths and courage they possess.

Social Work sees people as beings who are self-responsible, but who are also inextricably connected to wider contexts and environments and hugely impacted by these. Social Work is particularly interested in looking at how people interact with those environments.

Social Work therefore sees problems as complex and multifaceted, with individual but mostly socio-cultural causes. It sees problems as arising from interactions within the environment or between the person and their environment that are oppressive, discriminatory, unjust or diminishing. Social Work is about change – transformation. We believe God desires shalom – peace and well-being for His children - and is actively working through social work (as well as many other channels) to put right the disadvantage, injustice and oppression that people and society suffers. Social work seeks to bring change towards greater well-being, justice, empowerment and liberation; change in the lives of individuals, families, communities, societies and even whole countries.

Social Workers understand the complexity of this work as well as their opportunity and responsibility to act on behalf of those most impacted by the factors in their own personal ‘ecosystem’. Like Jesus who worked on behalf of the poorest, social workers work with those most marginalised to make a difference. Sometimes this means engaging available resources, networks, agencies and provisions, other times it means challenging organisations, systems, structures, policies and processes, and
sometimes it means working on different fronts at the same time in order to enhance human rights, social justice, problem-solving, solution-finding and well-being.

Social Workers take on a wide variety of demanding roles to achieve this aim and move with some fluidity between them as needed: Advocate, empowerer, broker, networker, initiator, mobiliser, facilitator, programme evaluator, educator, counsellor, programme developer, policy analyst, policy writer etc

If this inspires you, please make an application so we can talk further about how you might be equipped for ministry and service in this transformational profession.
The Graduate Profile

The Graduate Profile gives expression to the Conceptual Framework and informs the Learning Intentions for courses in this social and community work programme.

Global definition of social work
Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing” (International Federation of Social Workers, 2015, para. 2)

As such, social work is dependent on a wide range of knowledges (head), beliefs and values (heart) as well as practice skills (hands) to inform excellent practice.

To meet the requirements of social work practice, BTI aims to graduate beginning social and community work practitioners who are well prepared to participate in faith-inspired and evidence-informed practice who will “increase the net amount of shalom in the world” (Plantinga, 2002, p. 1). This practice is informed by a wide range of knowledges and understandings (head), critical reflection of beliefs, values and commitments (heart) as well as excellent practice skills (hands) to develop graduates who have an understanding, commitment and ability to:

- Increase the net amount of Shalom in the world as they outwork justice, mercy and humility (Micah 6:8).
- Practice biculturally within Aotearoa New Zealand in a way that is sensitive, responsive and competent acknowledging the centrality of Te Tiriti o Waitangi to social work as a profession and in practice
- Practice with diverse ethnic and cultural groups within Aotearoa New Zealand in a way that is sensitive, responsive and competent.
- Practice relationally, inclusively and responsively when working with the oppressed, marginalised and with diversity.
- Work for social and economic justice as compassionate agents for change in the world through mercy-full engagement with people and social systems to effect individual and societal empowerment, liberation and social change.
- Engage, critique and apply a number of bodies of knowledge including sociology, economics, social and cultural anthropology, te reo and tikanga Māori, psychology, law, theology, philosophy and ethics, social policy, social history as well as social work tools, models and approaches.
- Practice in a way that maintains a professional identity and applies critical thinking which then informs practice alongside professional competencies and ethics.
- Work confidently within the legal and ethical boundaries of the profession.
- Utilise supervision and professional development opportunities to support and sustain themselves and their ethics-informed practice.
The Graduate Profile

- Establish relationships through the exercise of the core dimensions of warmth, empathy, respect and genuineness and an understanding of who they are in relation to others within challenging social situations.
- Undertake faith-informed and hope inspired practice resulting in developing genuine connection with the vulnerable, disenfranchised and marginalised with humility and a servant heart
- Develop personal awareness and security in who they are, and who they are in relation to others.
- Develop an inquiry stance such that they are teachable and open to continual and on-going growth as a person and a practitioner.
- Recognise and appreciate that people are both impacted by their environment and have an impact on the environment around them.
- Work with risk in a way that is informed, inclusive and focused on protecting and promoting the well-being of vulnerable people and children.
- Develop a heart for community and international development.

Graduates could move into the following fields:

You could gain a social work or support work position in the following fields of practice:

- Aged Care
- Administration
- Advice & Information
- Alcohol & Drug
- Case management
- Child & Family
- Child Welfare
- Clinical Supervision
- Community Development
- Disabilities
- Education & Training
- Family Relationships
- Groupwork
- Health
- Immigrants & refugees
- Maori Social Services
- Justice – prisons, victims support, restorative justice
- Local authorities
- Management
- Mental Health
- Offenders
- Pasifika and ethnic group work
- Policy & Planning: Local & central government
- Practice supervision
- Private practice including consultancy (wide range)
- Refugee settlement/ support
- Research
- Residential care
- Rural
- Schools
- Volunteering
- Youth Justice
- Youth Development
SOCIAL WORK EDUCATION: DEGREE Bachelor of Social Work

Programme Content
This is a 480 credit, level 7 degree programme. There will be 3 years of practical and Social Work knowledge papers including the initial 30 day placement in Year 3. The 4th year is designed to be undertaken similar to an internship model with a 90 day placement for 3 or 4 days a week alongside programme class and/or online work. During the last year there will be significant application of Social Work knowledge into practice and students will conduct self-reflective research as to how effectively that translation is happening. This programme will enable successful graduates to be provisionally registered with the Aotearoa New Zealand Social Workers Registration Board.

The courses in the degree are as follows:

<table>
<thead>
<tr>
<th>STRAND</th>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SEMESTER 1</td>
<td>SEMESTER 2</td>
</tr>
<tr>
<td>Perspectives on Culture &amp; Context</td>
<td>Tangata Whenua, Tangata Tiriti  15 Cr L 5</td>
<td>Applied Politics &amp; Law 30 Cr L6</td>
</tr>
<tr>
<td></td>
<td>The Human Lifespan: Influences and Identity 15 Cr L 5</td>
<td>Biculturalism in Practice 15 Cr L6</td>
</tr>
<tr>
<td></td>
<td>Fields of Practice 15 Cr L5</td>
<td>Working Inclusively 15 Cr L6</td>
</tr>
<tr>
<td></td>
<td>Vision &amp; Vocation: A call to the profession 15 Cr L5</td>
<td>Intro to Professional Practice 15 Cr L5</td>
</tr>
<tr>
<td>Personal Inquiry &amp; Professional Integration</td>
<td>RESELECTION</td>
<td>RESELECTION</td>
</tr>
</tbody>
</table>
# SOCIAL WORK EDUCATION: DEGREE Bachelor of Social Work

<table>
<thead>
<tr>
<th>STRAND</th>
<th>YEAR THREE</th>
<th>YEAR FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SEMESTER 5</td>
<td>SEMESTER 6</td>
</tr>
<tr>
<td></td>
<td>15 Cr  L7</td>
<td>30 Cr  L7</td>
</tr>
<tr>
<td></td>
<td>Common Themes</td>
<td>Servant Leadership &amp; Managing in Social Service</td>
</tr>
<tr>
<td></td>
<td>15 Cr  L7</td>
<td>15 Cr  L7</td>
</tr>
<tr>
<td></td>
<td>30 Cr  L7</td>
<td>15 Cr  L7</td>
</tr>
<tr>
<td></td>
<td>Servant Leadership &amp; Managing in Social Service</td>
<td>15 Cr  L7</td>
</tr>
<tr>
<td></td>
<td>15 Cr  L7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 Cr  L7</td>
<td>15 Cr  L7</td>
</tr>
<tr>
<td></td>
<td>PIPI 2: Professional Considerations for Practice</td>
<td>PIPI 3: Research &amp; Praxis</td>
</tr>
<tr>
<td></td>
<td>(30 Day Placement)</td>
<td>(90 Day Placement)</td>
</tr>
<tr>
<td></td>
<td>30 Cr  L6</td>
<td>90 Cr  L7</td>
</tr>
<tr>
<td>CREDITS</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
Study Location, Programme Delivery & Workload

This programme is available either onsite at the BTI campus in Bethlehem, Tauranga, or from anywhere in New Zealand by Distance delivery. All students, whether studying by Distance or Onsite, will need to attend block courses during part of March and August.

What is Distance Study?

Distance study is a delivery option which includes a combination of independent study using an online learning website and readings plus compulsory face-to-face block courses at the BTI campus twice each year, called intensives.

We are aiming for a relational community of learners who will interact, support and journey together as a group. For papers undertaken by Distance, this will be achieved by:

- Interaction and communication by e-learning activities and discussions via internet (for which high speed internet is required)
- Telephone and Skype conversations with other students & educators
- Study groups of students (organised by students in regions if desired)
- Online guided study course material and readings
- Face-to-face teaching in compulsory intensive onsite blocks at the BTI campus

Onsite Study

Students can opt to study onsite at the BTI campus in Tauranga. It is important to note however that the onsite study option is a combination programme in which all papers are studied with onsite tutorials and attendance at compulsory block courses called intensives. A few papers are studied completely by distance delivery. International research has shown that learning can be more effective with online study, therefore, all onsite papers have online learning activities.

Academic Year Structure

The Academic Year is divided into two semesters. Semester One usually begins late-February and ends at the end of June. Semester Two usually begins mid-July and ends beginning-November. Each semester has 10 weeks of learning activities interspersed with 2 weeks of compulsory intensives, study weeks and school holiday breaks to allow for assignment work to be completed. The BTI calendar of dates showing these weeks is on the www.btionline.ac.nz homepage.

Workload

Full-time study requires a commitment of 35-40 hours per week for both onsite and distance students. This is broken down to 8-10 hours per 15 credit course. Distance students will be completing their papers from home except for the intensives – but still need this time dedicated during their week. If not, stress builds up and really undermines the experience and can jeopardise successful course completion and/or learning.
Intensives (Block Courses)
All students are required to attend all intensives. Intensives are held onsite on the BTI campus in Tauranga. Every paper has a 2 or 3 day intensive and they occur twice a year in Feb/March and in August. Timetables for intensives are published several months before the semester begins and can be accessed at www.btionline.ac.nz.

BTI does not provide food, accommodation or travel and most students either arrange to stay with friends or factor these into their budgeting for the programme.

For information on campus facilities please visit the BTI Website

Fieldwork Placement
Fieldwork Placement occurs in Years 3 and 4 of the Programme. Students suggest possible placements in their area and in their field of interest. BTI’s Fieldwork Placement Coordinator will liaise within the fieldwork field of practice and/or agency that students have identified. Some students may be required to travel if placement opportunities are not available within their locality. Final Fieldwork Placement decisions are made by BTI.

Please note:
• Students enrolled in the Tangata Whenua, Tangata Tiriti paper have a one night marae experience as a required part of that paper. A small koha (donation) is expected.
• Students in the degree undertake the Skills for Social Work Practice 2: Family / Whanau Strengthening paper which has a required 5-day field experience usually held in Palmerston North in order to gain first-hand experience in a leading New Zealand social work, counselling and community development agency. A koha (donation) of $110 is expected. Students are expected to organise their own travel.
• Students will need to purchase text books for most papers.
• Students must have a computer or laptop with high speed internet access as well has access to a printer. BTI is mainly paper-free so while readings and resources are made available online, should students required printed copies this will be at their own cost.
• Students are also required to video themselves for some assignments and will require access to a recording device and USB drive to send these assignments in.
• Distance students will be expected to upload assignments online.
Academic Entry Requirements
Applicants for this programme need to either:

1. Have met the New Zealand University Entrance Provisions. For qualifying criteria please refer to the following website: http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/
   For a list of approved subjects refer to: http://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/

or

2. Applicants over 20 who do not possess the required academic qualifications may be admitted on Mature Student Entry provided they meet all other entry criteria and would be considered on the basis of likely success in the programme

Other entry requirements
Character Requirements
Applicants need to be suitable for this profession. Students will undergo an assessment at interview about their safety in working with children and vulnerable people. They need to be courageous enough to go on a journey of growth and development themselves – since this is the nature of the profession they seek to go into. This will be discussed more fully at interview.

Technology requirements
Students are required to have weekly access to a computer and internet in order to gain entry to the programme. They are expected to have word processing software, email, high speed internet access and skype.

English Levels
At entry to this programme all students for whom English is an additional language, or who did not undertake their secondary schooling in English will be required to provide results with a score of 6.5 or higher, for each component of the academic version of IELTS (International English Language Testing System), or TOEFL Internet-based test (iBT) score of 85 or higher with a writing score of 22.

Interview
All applicants will be interviewed by a BTI staff member as part of the application process. During the interview we will outline important information about the programme as well as get to know the applicant, exploring their reasons for wanting to do this programme and what has led them to this point. We'll also be interested in finding out a little about the applicant's background and their commitment to the aspects of this programme. We will ask about computer skills and the amount of time they are going to set aside each week to achieve the study. Interviews will be carried out at BTI
or by telephone/Skype for those who live further than three hours drive from BTI. The outcome will be advised either at the interview or shortly afterwards.

Students will undergo an assessment at interview about their safety in working with children and vulnerable people.

Head Start Programme
BTI’s “Head Start” initiative has been designed to allow entrance into your chosen programme in July, and benefits from a slower, introductory pace to study leading to a choice of full or part-time option thereafter.

For enquiries regarding the Head Start Programme, please email: applications@bti.ac.nz

Academic Support
Our friendly learning advisors support students in their mastery of minimum levels of language, numeracy and ICT skills, as well as offering opportunities for remedial support or extension.

Academic support is also available 24 hours per day through many resources in btionline. Online access to our library catalogue and an ever growing range of journal databases is also available.

For more information about Academic Support please visit the Student Support section on the BTI website.

Enquiries
Direct email enquiries about this programme to: applications@bti.ac.nz or phone us on 07 562 2902

To apply for this programme visit www.bti.ac.nz
A SAMPLING OF PAPERS
THE HUMAN LIFESPAN - INFLUENCES & IDENTITY

COURSE DESCRIPTION
Working in helping professions requires an appreciation and understanding of the complexity and intricacies of human development across the lifespan and in the context of the environments in which people live. The human lifespan is studied from conception to death within a biblical, familial, social and cultural context to enhance understanding, respect and acceptance of diversity. Development across physical, psychological, emotional, social, moral and spiritual domains are explored. Key knowledges of human development will be described, including commonly understood theories as well as te ao Māori and other diverse perspectives. These knowledges will be applied to the understanding of one’s own development and to support stage-appropriate professional practice as a counsellor or social worker.

LEARNING INTENTIONS
In keeping with the above this course intends that students will be able to:

1. Describe the implications of viewing self and others as imago dei.
2. Identify key features of a range of lifespan knowledges in relation to different ages and stages of Human Development.
3. Articulate the implications of course content in terms of identity development and stage-appropriate professional practice.

VISION & VOCATION: A CALL TO THE PROFESSION

COURSE DESCRIPTION
This course relates students’ personal journeys of faith to the Biblical call towards holistic formation and its practical demonstration in social and professional life. Students will reflect on how a vision of God’s character and mission informs and inspires their vocational call.

LEARNING INTENTIONS
In keeping with the above rationales, this course intends that students will:

1. Describe ways in which the Biblical meta-narrative may be lived out in social and professional life
2. Reflect on and describe how a vision of God’s character and mission informs and inspires their vocational call
3. Exegete a Biblical text and articulate how key insights might be expressed in a chosen profession
FRAMEWORK 1: ORIGINS, THEMES & PERSPECTIVES IN AOTEAROA/NZ & INTERNATIONAL SOCIAL WORK

COURSE DESCRIPTION
People working in social services require an understanding of the history, origins and perspectives of social work practice internationally and with respect to the Aotearoa/ New Zealand context. The historical context of practice provides a basis for critique of current social work practice in the twenty first Century. This course will introduce the notion of social work practices and the development of social work as a profession.

The course will reflect on Biblical examples of and inspiration for the ethic of social engagement (mercy) and change (justice). It will consider how these inspirations relate to the ethical framework for the profession. It will critique the role of Christian social services in the development of current practices.

LEARNING INTENTIONS
In keeping with the above rationale, this course intends that students will be able to:

1. Identify and describe the concept of worldview, providing examples of traditional social work practice from a theological, indigenous (including tangata whenua) and non-indigenous context.
2. Identify and describe significant developments and trends in the social work profession and begin to locate these in their theological, historical, cultural and person-in-context (social constructionism) beginnings, locally and globally.
3. Describe ways in which biblical beliefs and values around justice, mercy and humility relate to the ethical principles underpinning social work practice, with particular emphasis in an Aotearoa New Zealand context.
GREAT PLACE, GREAT PEOPLE, GREAT HEARTS + MINDS

Wāhi Hira, Tangata Rawe, Ngakau Manawa Hiranga