

## PROGRAMME SPECIFICATION

<b>Awarding body/institution</b>	Glyndŵr University
<b>Teaching institution</b> (if different from above)	
<b>Details of accreditation by a professional, statutory or regulatory body</b> (including link to relevant website)	Care Council for Wales  <a href="http://www.ccwales.org.uk">http://www.ccwales.org.uk</a>
<b>What type of accreditation does this programme lead to?</b>	This programme leads to Qualified Social Work status and adheres to the Care Council for Wales expectations for the training and education of Social Workers in Wales.  The Care Council is responsible for the regulation of training for social workers at both Qualifying and Post-Qualifying level. It is also the Accrediting Body for the BA (Hons) Social Work: Qualified Status degree.
<b>Is accreditation in some way dependent on choices made by students?</b>	No (but accreditation is only attached to the BA (Hons) Social Work: Qualified Status programme, and not to any of the alternative/exit awards)
<b>Final award/s available</b>  eg BSc/DipHe/CertHE	BA (Honours) in Social Work: Qualified Status  With the following alternative/exit awards (note, CCW accreditation does not apply to any of the alternative/exit awards): BA in Social Welfare Diploma of HE in Social Welfare Certificate of HE in Social Welfare
<b>Award title</b>	BA (Honours) in Social Work: Qualified Status
<b>JACS 2 code</b>	L500
<b>UCAS code</b> (to be completed by admissions)	L500
<b>Relevant QAA subject benchmark statement/s</b>	Social Work 2008
<b>Other external and internal reference points used to inform the programme outcomes</b>	Rules of Approval of Social Work Degrees in Wales: Raising Standards: The Qualification Framework for the Social Care Sector in Wales (2004). Professional, Statutory, Regulatory Committee, Glyndŵr University

<b>Mode/s of study</b> <i>(p/t, f/t, distance learning)</i>	Full Time
<b>Language of study</b>	English, with a proportion available in Welsh
<b>Date at which the programme specification was written or revised</b>	Updated September 2012

### **Criteria for admission to the programme**

Glyndŵr University is committed to providing inclusive, high quality higher education and training to all who can benefit from it, in the service of the needs of students, employers and the wider community. The University is therefore committed to ensuring that our procedures and practices for the recruitment and admission of students to the social work programme are of the highest standard, that the University provides open, fair and consistent levels of access to all potential students.

The University seeks to provide access to higher education to the broadest range of participants within the policy of widening access and participation and equal opportunities. All applicants will be considered solely on the basis of their merits, abilities and potential to succeed in their chosen course within the framework set by relevant external bodies and legislative requirements.

All applicants will be considered regardless of disability, ethnic origin, gender, religion, sexual orientation or any other aspect which is socially discriminatory. In particular the University wishes to support and will recognise Welsh national Qualifications, including the Welsh Baccalaureate, as a basis for consideration for entry. Glyndŵr University will seek to recognise the support needs, caring and domestic responsibilities of applicants and will seek to identify needs and appropriate facilities.

### **Applying for the BA (Hons) Social Work**

1. Applications are made through the Universities and Colleges Admissions Service (UCAS). At stage one, a selection panel reviews the UCAS application. The decision about whether to offer the student an interview will be made by a panel comprising a university tutor, a service user or carer, and a representative from a social work agency.
2. Successful completion of stage 1 results in an invitation for an interview. The interview day involves a group discussion with other candidates to explain the purpose and characteristics of the programme, a written exercise and a personal interview with a panel consisting of a University tutor, a social work practitioner, and a service user or carer. Selection is subject to CCW regulations. *NB Welsh speaking candidates may choose to complete their application forms and to be interviewed in Welsh. The candidate is requested to indicate on their application form whether they wish to be interviewed in Welsh. Where identified, the student will be offered the opportunity to undertake the interview in Welsh.*
3. Candidates are informed of the outcome of their interview within 2 weeks of their interview by letter. All offers are conditional – the details of the conditions, including passing checks necessary for registration as a student social worker with the Care Council for Wales (including health and criminal convictions checks) are set out in each letter. The student is

responsible for completing the registration form from the CCW on acceptance of the place and the CCW confirms the registration following the checks prior to placements in year one with the programme leader. The student is not allowed to undertake a placement without successful registration with the CCW. Candidates will be asked to complete a self-declaration form as part of this process.

4. All students pay for a Criminal Records Bureau (CRB) check before placements and the provisions of the Rehabilitation of Offenders Act do not allow students to withhold disclosure of any past convictions. The relevance of any convictions will be determined a panel (comprising the programme leader and a representative of the local authority partners) prior to the course starting to determine suitability for attending assessed placements. If the candidate is found not suitable by the Panel, an alternative course may be offered to the candidate in a related subject area.

### **Annual Declarations: CRB**

Following successful entry onto the programme, students will be required to complete an annual declaration thereafter. Students are reminded, under their Codes of Practice, to report any changes in circumstances to their CRB status to the programme leader and Care Council for Wales as soon as is reasonably possible.

### **Entry Requirements**

Applicants should be at least 18 years old at the start of the academic year which is a regulatory body requirement for students entering the Social Work programme (e.g. for 2011 entry a student must be 18 by 31<sup>st</sup> August 2011).

Applicants must demonstrate that they meet each of the following areas:

1. Educational qualifications and potential;
2. Understanding of social work;
3. Personal characteristics;
4. Relevant experience, including experience of social care or a closely related area: all candidates must demonstrate a commitment to social care through some pre-course paid or voluntary work experience.

#### 1. Educational Qualifications and Potential

The candidate is expected to be fluent in written and spoken English or Welsh and possess qualifications in English/Welsh and Maths - at least grade C at GCSE or equivalent. Other entry requirements include 260 UCAS points. These points can be accrued from different qualifications, for example from 'A' levels, Advanced GNVQs, BTEC National Diplomas and Certificates. The number of points gained for each qualification depends on the grade obtained. Alternatively, successful completion of a relevant social care Access to Higher Education kite-marked course also meets the academic entry requirements (of the 45 level 3 credits, 6 must be at distinction, 33 at merit and 6 at pass). These courses are available at local colleges of Further Education. If the candidate applies prior to the completion of a course, the candidate is offered a place which is conditional on the results they achieve.

Evidence of academic capability gained through experience (for example, those whose job requirements have included extensive report writing) will also be considered.

## 2. Understanding of Social Work

It is essential that the candidate demonstrates some understanding of the roles and tasks carried out by social workers. A vague desire to "help people" is viewed as not enough and candidates are advised to seek reading material from various sources prior to the interview.

## 3. Personal characteristics

Social Work is a demanding career. Despite being a worthwhile job, it can be very stressful. The selection process will assess the personal suitability of candidates. Clearly, the abilities to get on with people, to act appropriately in different settings and to be reliable and trustworthy are paramount. The panel are seeking those with potential: experienced adults who can work sensitively with people who may be under great stress. It is also important that the candidate has a degree of insight into his/her own development, and can demonstrate some understanding of the situation of service users and carers.

## 4. Relevant Experience

Evidence of the candidate's learning about people and the problems that face them will be sought from his/her personal statement, reference and from the interview itself. This experience and learning may be gained from employment in people-focused jobs in the statutory, voluntary or private sectors, and from direct personal experience. As a rough guide, this programme considers that experience should be equivalent to 500 hours or 6 months full-time work.

### **Partnership working in Admissions**

The admissions process works closely with partners involved in the programme and service users/carers. This is facilitated by the North Wales Recruitment and Selection Group (see page 32 for further details).

## **Aims of the programme**

As a market-led institution, the social work programmes meet the corporate aims of the University which understand, anticipate and respond to the needs of its customers and stakeholders including businesses, governments and public bodies, students and the wider community. Social work programmes promote dialogue with employers/professional bodies to achieve programmes that are fit for purpose and develop graduate skills.

### **The broader programme aims are to:**

- provide a social work honours programme and social welfare honours programme (exit/alternative award),
- offer a programme which provides alternative modules/assessment outcomes for those who choose to undertake the exit/alternative award in social welfare;
- embed the social work honours programme, with the relevant National Occupational Standards, Codes of Practice and practice opportunities (placements) required by the regulatory body (Care Council for Wales);
- Deliver high quality social work education in North Wales;
- Contribute to workforce development needs of social workers in partnership with our key stakeholders in North Wales;

- Work in partnership with service users, carers and families in the development and delivery of the degree programme;
- Represent social work at a wider National and International level in various strategic and research contexts.

**The programmes aims are to enable learners to:**

- develop and acquire specialist knowledge of social work/welfare in a variety of subject specific areas (welfare services, the service delivery context, values and ethics, theory of human behaviour and society, the nature of social work practice). *These five core areas include their application to practice and service delivery (QAA Social Work 2008:16);*
- access practice-based opportunities which enable learners to demonstrate relevant skills and evidence the required National Occupational Standards (NOS) and Codes of Practice (COP) associated with social work at each different level (4, 5 and 6) in order to gain qualified social worker status.

This document demonstrates how each level of the degree meets the relevant National Occupational Standards and Codes of Practice. These are highlighted and cross-referenced with the modules for that level. Each module has been given an identifying letter e.g. *Social Work Process A*.

**Distinctive features of the programme**

**Curriculum Theories and Rationale**

The spiral curriculum planning of this programme has ensured that the different areas, or topics, making up the curriculum are studied more than once throughout the 3 years. At first, they are covered at a relatively brief level, and then they are returned to so that they can be explored more critically, over a longer period of time. This sequence allows students to gain an overall sense or picture of the course being undertaken, thereby allowing them to learn in a deeper manner.

In the thematic sequence of this honours programme, modules that make up the curriculum include core or key themes that naturally interrelate and build upon previous knowledge at different stages and outline key themes of social work knowledge and practice. The key descriptor of this programme’s theme is: Reflection and Critical Awareness, which has three sub themes.

This diagram illustrates how certain modules naturally lead into subsequent years of study, outlining the spiral and thematic model of curriculum, which builds and extends on prior learning. “Social Work models of learning are characteristically developmental and incremental” (QQA Social Work 2008: 14).

Values and Difference (L4)

Being an Accountable Professional (L5)

Working in Practice in the Org Context (L6) Completing the Circle of Participation CCOP (L6)

**Theme: Values, Ethics and Professional Accountability (Reflection and critical awareness).**



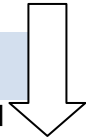
Social Work Processes (L4)

Human Development and Behaviour (L4)

Social Work Methods (L5) Research and IT (L5)

Social Work Theory/Dissertation (L6)/Working in Practice in the Org Context (WIP/ORG)(L6) Completing the Circle of Participation CCOP (L6)

**Theme: Application and reflection on/of research knowledge from the social and human sciences in a variety of practice contexts.**

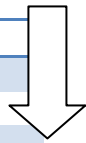


Historical and Socio-Political Context (L4)

Social work in a Legal and Policy Context (L5)

Dissertation/WIP/ORG (L6)

**Theme: Welsh socio political context and reflection of key ethical and legal /policy tensions/contradictions of social work (duties/powers, conflicting imperatives, policy restrictions, eligibility, ideology, managerialism).**



### **Service User Participation and Policy Context**

The programme is committed to the involvement of individuals that social work aims to empower, that is, service users and carers. This is underpinned by the CCW's *Standards for Involving Service Users and Carers in the degree in Social Work in Wales* (CCW, 2005). Service user and carer involvement is integral to the planning and delivery of the degree. The involvement of service users and carers in the selection, training and assessment of social work students is necessary to ensure that qualified social workers have a thorough understanding of the standards of practice expected and the impact of practice on service users and carers.

Service users and carers who become involved in the programme join the focus group, Outside In, and receive training and support for the tasks they undertake (see below). Service users and carers from other organisations may also be commissioned to undertake specific pieces of work where the skills and experience of Outside In members is not relevant to the required task. The key areas of involvement are: student selection, teaching, assessment and degree management and development.

#### Selection

Service users and carers are involved in UCAS selection panels and interview panels. In both cases, panels comprise 3 members: a service user/carers, a lecturer and a practitioner. The UCAS panels select candidates for interview based on set admissions criteria. Interview panels constitute a further stage of the selection process and after interview candidates may be offered conditional places on the degree. The service user/carers role on the panel carries equal weight to those of the practitioner/lecturer.

#### Teaching

Service users and carers contribute to teaching sessions by illustrating key themes from

personal experience (for example 'Growing up with a disability' within a Human Growth and Development lecture. Service users and carers are offered support prior to the session in terms of content and means of delivery, and after the session in terms of the experience of sharing personal experiences with students. Students are aware of the sensitive nature of these sessions and confidentiality codes apply as they do throughout the programme.

### Assessment

Service users and carers contribute to the formative and summative assessment of students' work, most commonly in commenting on students' communication skills, according to a set of agreed criteria, as part of presentations. The overall responsibility for assessment remains with the module leader.

### Programme Management and Planning

Service user and carer representatives attend Degree Management Group meetings, Recruitment and Selection meetings and other meetings which relate to the running and development of the programme. They are supported by the Service User and Carer Coordinator in these tasks.

### The role of the Service User and Carer Coordinator – support and training

The role of the Service User and Carer Coordinator is crucial in giving ongoing support to Outside In and other service users and carers involved in the programme. The Coordinator arranges for the payment of travel and other expenses in line with University financial procedures, offers individual support where requested, for example, in preparing teaching sessions, and supports the administration of Outside In business by distributing agendas, minutes of meetings and other information. The Coordinator also provides an initial link (offering advice, information and signposting) to service users and carers who wish to get involved with Outside In.

The training sessions offered to service users and carers has been formalised so that accreditation can be given if the service user/carer wishes – some choose to undertake the training without enrolling for the accredited modules. From September 2011, two modules will be available: the module **Participation in Social Work Education** was validated and ran successfully as part of the previous programme, and has been submitted for revalidation with only minor changes as part of the new programme. The module aims to prepare service users and carers for the tasks of interviewing candidates for the Social Work degree and teaching students, and to enable service users and carers these activities with an understanding about anti-discriminatory practice and the aims and history of participation.

A new module – **Using expertise through experience in the education of students in Higher Education** – has been developed in recognition of the need for service users' and carers' ongoing learning and development, in particular in relation to the new level 6 module (Completing the Circle of Participation, for social work students). This module will allow service users and carers to gain academic credit for the work they do alongside Social Work students in developing narratives in a variety of media. The strength of this model of 'parallel' modules is that it demonstrates working in partnership in an empowering way.

The modules are both 10 credit level 4 modules, and they sit outside the core social work degree programme and therefore the normal rules of the submission of academic work apply (x 3 attempts). The module leader for both modules is the service user and carer coordinator.

### **The Emmett Roberts Award**

The Emmett Roberts Award was introduced in 2010 following the death of one of the founder members of Outside In. It was first awarded at Graduation in 2010, and will be awarded for 4 more years. Nominations of graduating Social Work students (BA (Hons) or Post Qualifying) are requested – they can be nominated by fellow students, lecturers and practice teachers. A panel of nominated Outside In members draws up a shortlist of 3 students which is then submitted to the exam board at which the final decision about the winner is made.

The Award comprises a certificate and a book token (the money for this is donated on an annual basis by members of Outside In and staff).

### **Service user and carer participation action plan – key areas for development 2011-2016**

		<b>Responsibility / Date</b>
<b>Action 1</b>	To continue to recruit and support a diversity of service users and carers to participate in the BA (Hons) Social Work	All – Outside In and Social Work team / ongoing
<b>Action 2</b>	To carry out an evaluation of the impact of participation in the BA (Hons) Social Work at Glyndŵr University on student learning	Outside In, led by the Service User and Carer Coordinator / May 2011 – Report by May 2012
<b>Action 3</b>	Service user and carer co-ordinator to consult with Outside In about the potential for the group to have greater autonomy and so, to devise an action plan with the group	June/July 2011
<b>Action 4</b>	To prepare Outside In members for the challenges of co-leading the new level 6 Module through delivery of the two service user and carer modules, including a summer school	June 2011 – Feb 2013
<b>Action 5</b>	To consolidate and develop participation in teaching students, in particular through the module 'Completing the Circle – listening to the voices of service users and carers'	Commencing Sept 2012
<b>Action 6</b>	To evaluate the effectiveness of Actions 4 & 5 and make amendments as necessary	Feb – June 2013
<b>Action 7</b>	To continue to work cooperatively with other vocational degrees within the Institute of Health, Medical Sciences and Society	Ongoing
<b>Action 8</b>	For Outside In to aim to contribute to one academic conference / publication per year to disseminate good practice and learning	2011-2016

### **Specific provision of Children and Families Social Work**

The Social Work Reform Board (August 2010) led by the Secretary of State for Children and Families highlights how social work education programmes need to reflect the aims identified in The Children and Families (Wales) Measure and the Training of Children and Families Social Workers (March 2010). Whilst this latter report recognises the importance of generic initial training, it recommends “that each course makes these choices (of modules and placements) formal and explicit, so that students may specialise in children and families work if they wish by choosing a defined package of modules” (p.6-7). In this programme, children and families options will be offered in the form of the choices of assessment (case studies, etc) and placement experiences, ensuring learners have at least one children and families social work placement (responsibility for organising this rests with Local Authority partners).



### **ECDL (European Computer Driving Licence)**

Under the Rules of Approval 2004, students undertaking this programme are required to undertake the ECDL. Some students may already have this award on entry, but those who do not are required to undertake a course at a College or University of their choice. Glyndŵr University currently provide this award for students on the programme and this course is timetabled into the academic year. Students, on registering as a qualified social worker, will be required to submit evidence of this award in order to register and practise successfully. Students undertaking this award can attempt parts of the programme multiple times in order to pass. There is no derogation of rules aligned with the ECDL.

## Programme structures and requirements, levels, modules, credits and awards

### BA (Hons) Programme Structure

	Level 4	Level 5	Level 6 (exit/alternative award)	Level 6
M O D U L E S	Values and Difference (20 credits)	Social Work Methods (20 Credits)	Social Work Theory (20 credits)	Social Work Theory (20 credits)
	Historical and Socio-Political Context (20 Credits)	Social Work in a Legal and Policy Context (20 credits)	Completing the Circle of Participation (20 credits)	Completing the Circle of Participation (20 credits)
	Human growth and Development (20 credits)	Research and IT (20 credits)	Working in Practice in the Organisational Context (40 credits)	Working in Practice in the Organisational Context (40 credits)
	Social Work Processes (20 Credits)	Being An Accountable Professional (20 credits)	Practice dissertation (40 credits)	100 days assessed Practice* (Pass/fail)
	Contemporary Social Work (40 credits)	80 days assessed practice (0 credits, assessed academic components of practice portfolio titled: Records of Practice: Reflecting on Placement* (40 credits)		Practice dissertation (40 credits)
	20 days placement* (pass/fail)			
Credits	120 @ level 4	(120 Level 4) + 120 Level 5 = 240	(120 Level 4 + 120 Level 5) + 120 @ level 6 = 360	(120 Level 4 + 120 Level 5) + 120 @ level 6 = 360
Award	Certificate of HE in Social Welfare (include academic credits from portfolio work even if failing practice element)	Diploma of HE in Social Welfare (include reflective practice module if student fails practice element)	BA Hons in Social Welfare – 360 credits above  BA Ord in Social Welfare- 300 credits including Working in Practice in the Organisational Context and Completing the Circle of Participation	BA Hons in Social Work: Qualified Status
	Exit/alternative awards only no professional qualification			

Level Four 20 day placement starts Jan-Feb

Level Five 80 day placements start in Nov-May

Level Six 100 day placement starts Jan –July, 100 days

\* Please note that at Levels Four and Six, the achievement of the practice placement is in addition to the modules listed above and is therefore non credit-bearing. The Level Five placement is associated with the module Reflective Practice: Records of Practice.

## Intended Learning Outcomes of the Programme

**On completion of Level Four, students will have acquired the following:**

**A) Knowledge and understanding: (BA (Hons) Social Work: Qualified Status)**

- A1** a broad philosophical and sociological understanding of the way in which social work embrace and adhere to specific Codes of Practice (values and ethics) when working with service users in receipt of services;
- A2** a broad understanding of the relationship between psychological, sociological and biological theories which influence stages of development from birth to death;
- A3** a broad understanding and application of social work processes and associated theories when conducting the social work task;
- A4** a broad appreciation of the relevance of social policy in the context of working with marginalised groups in society;
- A5** a broad understanding of social work/welfare agencies and working with a variety of professionals and service user groups.

**On completion of Level Four, students will have acquired the following:**

**A) Knowledge and understanding: (BA (Hons) Social Welfare)**

- A1** a broad philosophical and sociological understanding of the way in which marginalised groups in society experience inequality and discrimination;
- A2** a broad understanding of the of how marginalised groups in society can be understood from a range of theoretical perspectives such as sociological, biological, and economic;
- A3** a broad understanding of how social policy impacts upon marginalised groups in society, in particular with reference to the delivery of welfare services;
- A4** a broad understanding of social work/welfare agencies and working with a variety of professionals and service user groups;
- A5** a broad understanding of the processes of discrimination and the effects of discrimination upon marginalised groups in society.

**B) Intellectual skills: (BA (Hons) Social Work: Qualified Status and BA (Hons) Social Welfare)**

- B1** the ability to integrate simple ideas and research (empirical) findings;
- B2** the ability to comprehend and apply knowledge within the areas of social work/welfare in the context of ethics and processes;
- B3** the ability to display reflective thinking skills;

<b>B4</b>	the ability to gather, process and present information in a logical and coherent manner
<b>B5</b>	the ability to define problems in the context of service users and identify potential solutions (including anti-discriminatory and anti-oppressive practice).
<b>C)</b>	<b>Subject and other skills: (BA (Hons) Social Work: Qualified Status)</b>
<b>C1</b>	the ability to generate and explore simple hypotheses in the context of service users' and carers' needs;
<b>C2</b>	the ability to apply ethical principles and practices in problems solving activities
<b>C3</b>	the ability to gather information from a variety of sources (face to face, written and telephone contact, relevant literature).
<b>C4</b>	the ability to take into account differences of viewpoint and modify viewpoint in light of new information (ethics, values and reflection).
<b>D)</b>	<b>Professional Skills and abilities and Employability Skills and abilities (National Occupational Standards for social work 2002) (BA (Hons) Social Work: Qualified Status):</b>
<b>D1</b>	the ability to review relevant material when working with individuals, families, carers and groups to help them make informed decisions (Key Role 1).
<b>D2</b>	the ability to respond to needs and/or crisis when interacting with individuals in community settings to improve quality of life (growth, development and independence) in preparing, planning and implementing care plans (Key Role 2).
<b>D3</b>	the ability to advocate on behalf of individuals, families, carers and groups and to assess and manage risk to self and colleagues (Key Role 3)
<b>D4</b>	the ability to manage and minimise risks to individuals, families, carers and communities (Key Role 4).
<b>D5</b>	the ability to manage and be accountable for practice in the context of management of resources, presenting and sharing information (reports and case records) and working within the organisational context (multi-disciplinary, networks and systems) (Key Role 5).
<b>D6</b>	the ability to use current knowledge of social work in order to work within agreed standards of practice and manage ethical issues to promote best practice (Key Role 6).
<b>On completion of Level Five, students will have acquired the following:</b>	
<b>A)</b>	<b>Knowledge and understanding: (BA (Hons) in Social Work: Qualified Status)</b>
<b>A1</b>	a detailed understanding of how ethics, values, inequality and different link to the wider context of professional accountability/attitudes and prejudices in welfare services.

- A2** a detailed understanding of the legal and social policy context of working with individuals, cares, families and communities;
- A3** a detailed understanding and application of social work methods of intervention (e.g. Cognitive Behavioural Therapy) derived from empirical research in the human social sciences in a variety of areas (e.g. mental health, substance misuse);
- A4** a detailed understanding of research methods, gathering information and using computer software in analysis of data;
- A5** a detailed understanding and application of practice principles and ethics in wider social welfare organisational contexts (crime, housing, social services) and in the Welsh policy context.

**On completion of Level Five, students will have acquired the following:**

**A) Knowledge and understanding: (BA (Hons) in Social Welfare)**

- A1** a detailed understanding of how inequality and difference link to social inclusion/exclusion;
- A2** a detailed understanding of the criminal justice system in the policy context of marginalised groups (e.g. cares, families and communities);
- A3** a detailed understanding and the application of methods of intervention (e.g. Cognitive Behavioural Therapy) which derive from empirical research in the human social sciences in a variety of areas (e.g. mental health, substance misuse);
- A4** a detailed understanding of research methods, gathering information and using computer software in analysis of data;
- A5** a detailed understanding and application of practice principles and ethics in wider social welfare organisational contexts (crime, housing, social services) and in the Welsh policy context.

**B) Intellectual skills: (BA Hons Social Work and BA Hons Social Welfare)**

- B1** the ability to integrate and analyse ideas from empirical findings;
- B2** the ability to analyse information gathered, and to weigh competing evidence which considers specific factors relevant to social work practice/welfare (risk, cultural difference, vulnerability);
- B3** the ability to assess the merits of contrasting theories, explanations, research, policies and procedures;
- B4** the ability to analyse and take account of the impact of inequality and discrimination when working with people in particular contexts;
- B5** the ability to integrate knowledge and sustain a reasoned argument.

**C) Subject and other skills: (BA (Hons) Social Work: Qualified Status)**

**C1** the ability to negotiate, plan and critically review specific plans to achieve the intended outcomes for service users,

**C2** the ability to make decisions in the context of managing social work complexity drawing on research, theory and other relevant sources;

**C3** the ability to analyse the use of numerical, statistical and other data in the context of both quantitative and qualitative research methods in social work;

**C4** the ability to evaluate, present and communicate effectively through a variety of means (care plans, presentations, case records, assessments).

**D) Professional Skills and abilities and Employability Skills and abilities: (BA (Hons) Social Work: Qualified Status)**

**D1** the ability to liaise with relevant others to access information which informs social work assessment, risk assessment and review in the context of working with service users (Key Role 1),

**D2** the ability to assess the urgency for requests to action and identify the need for procedural or legal intervention when negotiating provision or intervention with individuals, families, carers and communities (Key Role 2);

**D3** the ability to prepare, produce, implements and evaluate care plans in supporting assessed needs (Key Role 2);

**D4** the ability to work with groups to identify opportunities and demonstrate effective disengagement (Key Role 2);

**D5** the ability to support the development of networks to meet assessed needs and outcomes (Key Role 2);

**D6** the ability to address behaviours that present a risk and the ability to take immediate action that supports individuals, carers, families and communities to positively change that behaviour (Key Role 2);

**On completion of Level Six, students will have acquired the following:**

**A) Knowledge and understanding: (BA (Hons) Social Work: Qualified Status)**

**A1** a comprehensive understanding of the way people behave and interact in organisations and the associated underpinning influences (leadership, culture);

**A2** a comprehensive understanding of the inequality and disadvantage in the context of working in Wales and wider society;

**A3** a comprehensive appreciation and integration of social work/human theories and consider their application to contemporary practice demands in welfare services;

**A4** a comprehensive analysis and evaluation of service user participation in a variety of contexts alongside models of participation;

**A5** a comprehensive analysis and evaluation of the contemporary demands of working in practice in social work/welfare organisations.

**On completion of Level Six, students will have acquired the following:**

**A) Knowledge and understanding: (BA (Hons) in Social Welfare)**

**A1** a comprehensive understanding of organisational theories in the context of welfare services/organisations (Local and Public Authorities) and how these can influence organisational behaviour and delivery of welfare services.

**A2** a comprehensive understanding of the inequality and disadvantage in the context of working in Wales and wider society;

**A3** a comprehensive appreciation of how social policies influence contemporary practice demands in welfare services;

**A4** a comprehensive analysis and understanding of marginalised groups in society and how wider societal structures (e.g. education, policy, law) impact upon service provision in welfare services

**A5** a comprehensive understanding of a range of theories which explain or interpret human behaviour and society. **(Note:** students completing the Ordinary award of BA Social Welfare, will not have met this outcome)

**B) Intellectual skills: (BA (Hons) in Social Work: Qualified Status and BA (Hons) in Social Welfare).**

**B1** the ability to integrate complex ideas and empirical findings;

**B2** the ability to extrapolate and comprehend the application of higher level knowledge within the areas of social work/welfare;

**B3** the ability to display complex critical thinking skills;

**B4** the ability to analyse and evaluate information showing critically;

**B5** the ability to define and appreciate highly complex problems, propounding possible solutions and practice recommendations.

**B6** the ability to manage their own learning and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline.

**C) Subject and other skills: (BA (Hons) Social Work: Qualified Status)**

**C1** the ability to generate and explore advanced knowledge and develop research questions/hypothesis;

**C2** the ability to initiate, design and conduct advanced empirical-based studies

involving a variety of methods of data collection;

**C3** the ability to analyse and use advanced numerical, statistical and other grey literature when utilising both quantitative and qualitative methods;

**C4** the ability to evaluate, present and communicate effectively by a variety of means.

**D) Professional Skills and abilities and Employability Skills and abilities: (BA (Hons) Social Work: Qualified Status)**

**D1** the ability to evaluate information to assess and make informed decisions using evidenced based principles (Key Role 1);

**D2** the ability to support, plan and implement action, review the outcomes and justify social work methods and models to achieve change or to minimise risk with individuals, carers, families and communities (Key Role 2);

**D3** the ability to advocate with and present evidence to help individuals, carers, families and communities (Key Role 3);

**D4** the ability to assess and manage risk and to monitor and review the intended outcomes of effective management of risk (Key Role 4);

**D5** the ability to carry out social work duties effectively to meet organisational requirements when implementing legal and policy frameworks (Key Role 5);

**D6** the ability to analyse, evaluate and synthesise current knowledge of social work practice in the context of exercising and justifying professional judgements (assertiveness).



**CURRICULUM MATRIX** demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

		<i>Knowledge understanding, intellectual skills, practical skills , professional and employability skills</i>																					
<i>Level</i>	<i>Module Title</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>		
Level 4	<b>Values and Difference</b>	Z				Y	Z	Z		x	x		x	x	x	x		x	x		x		
	<b>Social Work Processes</b>			X			Z	Z		x	x	X	x	x	x	x	x			x	x		
	<b>Understanding Human Development and Behaviour across the Life Course</b>		Z			Y	Z			x	x	X		x	x	x							
	<b>Historical and Socio-political Context</b>			Y	X		Z	Z		x	x			x									
	<b>Contemporary Social Work: Preparation for Practice</b>				Y	x	Z		Z	x	x	x	x	x	x								
	<b>+ 20 days placement – pass/fail</b>												x	x	x	x	x	x	x	x	x	x	
Level 5	<i>Module Title</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>		
	<b>Social work in a Legal and Policy Context</b>		Y				Z	Z	Z	Z	Z		x				x					x	
	<b>Research and IT</b>				Z		Z	Z	Z	Z	Z			x									
	<b>Social Work Methods</b>			Z			Z	Z	Z	Z	Z		x		x								
	<b>Being an Accountable Professional</b>	X						Z	Z	Z	Z		x										
	<b>Social Difference and Inequality (exit/alternative award only)</b>	Y	Y	X		Y	Z	Z	Z	Z	Z												
<b>+ 80 days placement (pass/fail) + Reflective Practice: Records of Practice</b>	X	X	X	X	X	Z	X	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
Level 6	<i>Module Title</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>A4</i>	<i>A5</i>	<i>B1</i>	<i>B2</i>	<i>B3</i>	<i>B4</i>	<i>B5</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	<i>D5</i>	<i>D6</i>		
	<b>Working in Practice in the Organisational Context</b>	Z	Y	Y	Y	X	Z	Z	Z	Z	Z		x		x	x	x	x	x			x	
	<b>Social Work Theory</b>		X	X		Y	Z	Z	Z	Z	Z				x								
	<b>Dissertation</b>	X	Z	Z	Y		Z	Z	Z	Z	Z	x	x	x	x								
	<b>Completing the Circle of Participation</b>		X		Y		Z	Z	Z	Z	Z				x								x
	<b>+ 100 days placement pass/fail</b>		X	X		X	x	x	x	x	x						x	x	x	x	x	x	
<i>Please note that the learning outcomes apply to both the BA (Hons) Social Work and BA (Hons) Social Welfare exit/alternative awards. The Social Welfare exit/alternative award is available to students who do not undertake all placement opportunities..</i>																							

## **Learning and teaching strategy used to enable outcomes to be achieved and demonstrated**

### **Learning and Teaching Strategy**

The learning and teaching philosophy on this programme is in line with the University's framework: the focus will be primarily upon constructivist principles of learning. What this means is that the learner is viewed as an active 'maker of meaning' whereby teaching and learning methods promote effective student learning in the context of what previous learning has taken place (reflection) and how this can be connected to new and developing knowledge (reconstruction). Based on facilitating critical dialogue with learners, the teaching and learning strategies employed foster self-development, autonomy, critical reflection and self-awareness. As such, learners are enabled to become independent, autonomous and reflective, whilst also developing collaborative and professional capacities that will enhance their communication, analytical and organisational skills.

With the key principle of lifelong learning and widening participation underpinning the programme, the interactive teaching methods foster inclusion, self-motivation, autonomy and the ability to work collectively with peers. Lectures delivered by academics contain both a mixture of face to face lectures and access to on line facilities (module discussion, lectures). In summary, this programme fosters the integration of contextual, analytic, critical, explanatory and practical understanding to social work.

The overall aims and expected final outcomes of this honours degree, together with the specific requirements of particular topics, modules and practice experience inform the choice of learning and teaching strategies.

The learning processes can be expressed in terms of four inter-related themes:

**Awareness raising and knowledge acquisition - a process in which a student becomes more aware of aspects of knowledge and expertise, engages with and acquires new areas of knowledge, recognises their potential and becomes motivated to engage in new ways of thinking and acting;**

**Conceptual understanding - a process in which a student acquires, examines critically and deepens understanding (measured and tested against existing knowledge and adjustments made in attitudes and goals);**

**Practice skills and experience - processes in which a student applies theoretical models together with new understanding and skills to relevant activities and receives feedback on performance enhancing openness to critical self-evaluation;**

**Reflection on personal and professional performance - a process in which a student reflects on past experience, recent performance, and feedback, and applies this information to the process of integrating awareness (including awareness of the impact of self on others) and new understanding, leading to improved performance.**

## Welsh Medium Provision

Some students accessing this programme will be Welsh speaking. To enhance their learning, facilities on the programme will include options for learners to gain and access tutorial support in the Welsh language where possible. Students may request to be assessed in Welsh both within the University and during the learner's practice placements.

At present, Bi-Lingual provision is only available through the University's VLE and the programme team is working towards accessing funds for the delivery of Welsh lectures. Learners who are Welsh speaking can access practice placements in their preferred language and be assessed in practice in their preferred language. As such, should a student request this, up to 50% of the course (practice placements) can be undertaken in the medium of Welsh. Access to Welsh speaking tutors who are social work qualified is also available at request.

There is an increased need in Wales for Social Workers who are able to communicate in both English and Welsh. The Care Council for Wales has a Welsh Language Policy which recognises the importance of service users having the opportunity to receive social work services through the medium of Welsh if they so wish. The Glyndŵr University Degree Management Group (DMG) shares this commitment to equality of opportunity for Welsh speakers.

Particular attention will be given to the place of Welsh language and culture in recruitment and selection, curriculum content and assessment in the following areas:

1. Written assignments may be submitted and/or assessed in Welsh
2. Personal tutoring should be available in Welsh where possible
3. Welsh medium practice learning opportunities will be made available
4. Selection interviews will be available in Welsh;
5. Core teaching will be further developed in Welsh;
6. Teaching sessions will be available on the Welsh language and culture
7. The number of Welsh speaking applicants and students will be monitored.
8. Sharing and accessing resources such as Y PORTH which have resources for social workers in the medium Welsh
9. Commission and access, where possible, resources in the field of Social Work by specialist organisations.

The DMG recognises the importance of linguistically sensitive practice and of service users having the opportunity to receive a service in the language of their choice. Accordingly the DMG is committed to training which attracts and prepares Welsh speaking students for work within the Social Care system in Wales, and to preparing all students for linguistically sensitive practice in a bilingual context.

In accordance with the Welsh Language Act 1993 the Department is committed to providing a service that respects this equality so far as this is practical. Where practicalities give rise to barriers in this regard, the Department is committed to actively working towards overcoming these barriers.

The Department and staff within it will encourage the groups and individuals with which it works, both internal and external to the University, to work within this language policy.

### **Provisions**

As part of induction to the Programme, the student group's linguistic needs will be audited and recorded by identification of Welsh speakers at applicant and interview stage.

The programme team will endeavour to use written Welsh and English on all occasions when communicating with the Welsh community it serves. This includes written and electronic communications. Every piece of official correspondence and document will be bilingual, though correspondence with individuals will be in their chosen language, either English or Welsh.

When establishing new I.T resources and facilities e.g. Moodle, areas will exist for Welsh language discussions and further learning to take place.

To promote opportunities for students to be educated through the medium of both languages, adverts for lecturing posts will specifically denote that the ability to speak Welsh would be an advantage. An English speaking appointment would be expected to make a commitment to learning Welsh and will receive every encouragement and support in doing so.

Where the linguistic abilities of lecturers allow and as new appointments make possible, the programme team will undertake to offer certain modules bilingually or separately in Welsh and English. The programme team will work in partnership with other institutions to ensure as broad a range of modules as possible is made available. Where a module run in English at the University is known to be run in Welsh elsewhere, arrangements for those students who wish to attend the Welsh module will be made, at no extra cost to the student.

Where guest speakers are used for lecturing purposes, bilingual speakers will be engaged wherever possible.

Language will be incorporated as a fundamental aspect of diversity and discrimination within all modules and sessions across the range of programmes. Culturally sensitive practice will also be incorporated within relevant assessment processes used in the modules.

The implementation of this policy within each module and on conclusion of the course will be formally assessed as part of the University's SPOM (student perception of module) and SPOC (student perception of course) evaluations.

All courses run within the Department will have a specific input in relation to linguistically sensitive practice.

Students will be offered the opportunity to receive tutoring through the medium of English or Welsh where is reasonably possible. In any formal meeting, simultaneous translation will be provided for any person unable to follow the meeting in the proceeding's primary language.

All students will be provided with the opportunity to learn or improve their Welsh language skills. Social work students will be encouraged to attend a basic

competency course in year one to prepare them for their first practice learning opportunity and for practice in Wales, this will be offered at two levels: beginners and intermediate/advanced. This course will also be available to other students in the Department.

Student Services at the University offer the opportunity of advice and counselling through the medium of Welsh.

**Specific Provisions:**

i) Students are able to receive the following areas of the degree programme in Welsh (from September 2011):

- Interviews for the degree programme.
- All degree programme correspondence will be bilingual;
- The Student Handbook will be available bilingually;
- Tutorials and supervision will be available in Welsh and English where possible;

A range of course materials are already available in Welsh and in English, e.g. Social Work Values, Social Work Processes,

Practice learning opportunities and the assessment of assignments and practice portfolios are available in Welsh.

There will be a Welsh Language discussion group available on the e-learning system, Moodle.

ii) Over the three year period of the programme, the focus for the development of core teaching in Welsh will be achieved by further developing the use of e-learning via the Moodle system. Moodle is a system of virtual teaching and e-learning that provides additional teaching and learning opportunities across the degree programme and has been an integral component of the current BA (Hons) programme.

It is planned that, in addition to course material already available on Moodle, there will be year-on-year translation of module material. This will ensure that as the programme rolls out across the first three years, teaching material will be available separately in Welsh and in English.

Moodle also provides opportunity for discussion and support groups to be available in Welsh offering learning opportunities to debate issues in Welsh and for there to be follow up and response to queries in Welsh. This will be a development of the existing provision of Welsh medium learning opportunities provided on the BA (Hons) programme.

These plans are reflected in the Strategic Plan of the degree programme and will be monitored by the DMG and included in the Annual Monitoring Report as part of the programme management system.

iii) The issue of identifying applicants who are Welsh speaking is addressed in the Strategic Plan. There is a mechanism for Welsh speaking applicants to the social work degree course to identify themselves when applying via UCAS. This process will identify students who are Welsh speaking and this can then be fed into the Degree Management Group

which is responsible for the overall monitoring of Welsh Language policy.

Moodle will also assist in the monitoring and review of learning opportunities for Welsh speaking students. The adoption of a Welsh Resources folder and its associated information will assist in reviewing and developing the Strategic Plan and in identifying the extension of learning opportunities in Welsh.

- iii) The outgoing BA (Hons) programme has an established system of partnership working with a range of statutory, voluntary and independent agencies across the North Wales area, providing learning opportunities both bilingually and separately in Welsh and English.

*This information will be provided to the Degree Management Group and will be used to review and develop this provision*

### **Work-Based Placements**

**A minimum of 200 days practice is provided across the three academic years as follows:**

**Year 1 – 20 day preparation for practice**

**Year 2 – 80 day practice learning opportunity**

**Year 3 – 100 day practice learning opportunity**

All practice learning opportunities are compulsory and the student **must** pass each practice learning opportunity at each level in order to progress. The student will pass, fail or, in some circumstances, repeat a placement. Responsibility for providing practice learning opportunities rests with the Local Authority partners, who will inform the allocated personal tutor of the decided allocation in a format that captures:

**Student name**

**Placement Details**

**Practice Teacher/Onsite Supervisor**

**Contact details of placement**

### **General principles of Work Based Placements QAA Code of Practice 2008**

The practice placements adhere to the 'General Principles' identified in the Code of Practice (section 9) of the QAA for Higher education (2007, amendment 2008). Our placements adhere to these codes of practice in which the learning outcomes for the placements are clearly identified. They contribute to the aims of the programme and are assessed appropriately as set by the CCW. Policies and procedures adopted by this programme are in line with those of our partners and are outlined below.

### **Hosting Arrangements**

The Rules for Approval of the social work degree in Wales (2004) ensure that every learner has a managed and coherent practice learning experience. Local authorities will take responsibility for ensuring the provision of appropriate practice learning opportunities through the appointment of a designated person titled 'Placement

Coordinator'. Placement coordinators will allocate a student an appropriate social work placement in each academic year. The Rules of Approval commission Local Authorities (through the Practice Learning Opportunity Fund) to find placements in their local area. What this means is the CCW issue funds to Local Authorities to ensure this provision is arranged on behalf of the student.

At the beginning of September, and annually thereafter, there will be a hosting meeting between the first year students with all the local authority partners and University tutors. At this meeting, students who are about to commence the course will be allocated a 'host' agency. The agency that agrees to host the student will do so for the three years of the course. The local authority hosting the student will be responsible for ensuring that there are appropriate practice learning opportunities available to meet the needs of identified students. During years two and 3 of the programme, recall days, for which the student and practice teacher are invited to the University, provide further opportunities for partnership working and the management of the student's learning opportunity.

### **Learning Agreements and preparation visits**

The student, personal tutor/ or practice educator (if the student has a tutor who is not social work qualified) and the practice teacher will undertake a preparation visit which will ideally take place at the University or at a designated office in the hosting authority. If a student has significant identified learning needs, he/she may request that a representative from student support services is present to ensure accurate identification of his/her learning needs and how they may manifest themselves in a practice context. On these occasions, the placement visit will take place in the University. The student will be responsible for inviting the appropriate student support officer to the meeting.

The student and/or tutor will be responsible for arranging the Learning opportunity preparation visit.

### **Mid Point Review**

The training team (student, practice teacher and personal tutor/or practice educator) will meet at mid-point (half way through the placement) to review the learning contract and the student's progress to date. Ideally, in particular in the case of problematic placements and where access to learning support is needed, this visit should take place at the University.

For year 3 (level 6) students, this meeting will also provide the forum for the identification of the topic of study in the practice dissertation proposal. The practice teacher's responsibility here is to help the student identify an appropriate piece of work to be used for this. It is the responsibility of academic tutors, however, to work with students in the development and production of proposals and dissertations.

If there are any concerns about progress, all parties involved (student/tutor/practice teacher) must be informed about these **prior** to the mid-point meeting. In addition, concerns about progress must be highlighted to all parties at any point during the PLO when issues arise. These, depending upon the nature of the concerns, will activate one of the following:

- Action Plan
- Cause for Concern Meeting (to be documented)

- Activate any suitability concerns
- Withdrawal from placement on the grounds of mitigating circumstances

It is envisaged that for the tutor/or practice educator, there will be no need to have further placement meetings unless a formal request is made by the practice assessor because of identified difficulties or concerns.

### **Attendance and progress during placements**

This will be monitored by both agencies and the University and the information shared. The practice teacher is expected to report attendance and any problems to the designated personal tutor. The student is expected to undertake approximately a 35-37 hour working week, reflecting full time work patterns.

### **Evaluation of placements**

This has 3 elements:

1. The hosting authorities will send their PLOF (Practice Learning Opportunity Fund) reports to the University on an annual basis. These will be fed into the AMR process to monitor the quality of placement opportunities.
2. Issues raised at staff-student consultative committee (SSCC) meetings will be fed back to the DMG.
3. Informal discussions with hosted students are carried out by hosting agencies.

### **Assessment strategy used to enable outcomes to be achieved and demonstrated**

The approach to assessment within this programme has been guided by the QAA Code of Practice for the assurance of academic quality and standards in Higher Education.

The programme has designed assessment tasks so that learning is promoted to develop and test cognitive skills, the promotion of self-evaluation/appraisal and enhance students' abilities to conceptualise, compare and analyse issues in a variety of contexts of practice (QAA SW, 2008: 15). The key themes throughout all three years of this programme are assessments that encourage critical and reflective analysis in a personal and professional context. Each 20 credit module adopts assessment tasks equivalent to 3-4,000 words.



## Indicative Year One Assessments

Assessments year 1	1,500 assignment –	2,000 assignment	Exam 2, hours	2,000 assignment	1,500 reflective commentary & 3,000 agency profile	3,000 assignment	<u>Combined assignment 3,000</u> <u>Processes &amp; Human Values &amp; Human Dev &amp; Behaviour</u>
Values and Difference 20				14.1.12			16.4.12
Historical and Socio-Political Context 20						26.3.12	
Cont Social Work – Preparation for Practice 40	21. 10. 11				6.2.12		
Social Work Processes 20			12.12 .11				16.4.12
Understanding Human Dev & Behaviour 20		3.12.11					16.4.12

### Combined Assignment: Year 1

The final assignment in year one is an integrated assignment that combines the knowledge of three modules (Values and Difference, Understanding Human Development & Behaviour and Social Work Processes). Based primarily on constructivist principles to learning, the student will apply these key areas to a case study drawn from their first practice experience. Drawing on human growth and development theory, codes of practice (values, ethics and anti-discriminatory practice), the student will contextualise this knowledge in the context of models of assessment and communication skills (social work processes). This is to encourage integration and application of these ideas to explicitly show how this knowledge is utilised in practice contexts. ***The assessment of this will be in three parts/sections outlined in a workbook format, ensuring that students can pass each element associated with specific module outcomes. This means that students can resubmit any failed elements of specific parts. Each section of the workbook will outline which module learning outcomes are to be met.***

### Indicative Year Two Assessments

Assessments Year 2	2,000 assignment based on article	2,000 assignment	Records of Practice x 3	3,000 assignment	3,000 assignment	1,000 presentation	1,000 word presentation
Social Work in a Legal and Policy Context 20		14.11.11					19. 6.12
Being an Accountable Professional 20					1.6.12		
Social Work Methods 20				4.5.12			
Research and IT 20	7.11.11					5.6.12	
Records of Practice x 3 (portfolio) or Social Inequality and Difference (exit/alternative award) 40			26.3.12				

### Indicative Year Three Assessments

Assessments Year 3	3,000 word organisational context	3,000 assignment	3,000 assignment	Narrative Account , 1,500	Reflection of Narrative 1,500	1,500 word proposal & 6,000 word Dissertation-
Social Work Theory (20 credits)			6.1.12			
Working in Practice in the Organisational Context (40 credits)	28.11.11	13.12.11				
Completing the Circle of Participation (20 credits)				13.1.12	24.1.12	
Dissertation (40 credits)						a) 14.11.11 b) 31.1.12

Assessments are designed with the dual aims of supporting a student's professional development and his/her academic understanding. Throughout the programme, and within individual modules, a variety of assessment methods are employed which seek to demonstrate equity with respect to individual needs, learning preferences and the interests of students. The forms of assessment are selected to ensure that they characterise the academic level of the modules and are designed to enable students to explore the values, concepts and theories underpinning social work. Social work programmes recognise and maximise the use of students' prior learning and experience. The programme's assessment strategies show alignment between, and relevance to, the application of social work practice and theory. Students will engage in a broad range of assessment methods and strategies, including with other

professionals, service users and carers. In the endeavour to foster critical reflection, these assessment strategies include self-directed study alongside a variety of forms of writing (book reviews, article commentaries, case study, narrative accounts, study skills, presentations and reports). Each assessment strategy has been carefully chosen by module leaders to enhance students' abilities to conceptualise, compare and analyse key social work topics. From the outlined assessment methods above, it is clear that this programme's assessment methods reflect the QAA Social Work (2008: 16) which are outlined as case-based assessments; presentations and analyses; practice-focused assignments; essays; project reports; examinations, and independent study as either a dissertation or project based upon systematic enquiry and investigation.

A detailed marking schedule is used for all summative assessments which contains specific feedback on all aspects of the assignment, including how students embed the themes of anti-discriminatory practice and the Welsh context. These provide a means whereby students receive feedback regularly on their achievements and developmental needs.

### **Formative Assessment Methods**

The value of formative assessment in higher education is well documented and evidenced. Primarily, formative assessment methods are adopted in this programme to empower learners and encourage self-regulated learning and reflection. Generating feedback to improve performance is not just viewed as a transmission process solely facilitated by the teacher, the personal and professional development elements of social work, alongside ILPs (Individual Learning Plans) and portfolio work, outlines how the programme is committed to constructivist theories of adult learning.

Peer-assisted learning is a well established concept in higher education and a mentoring process of students at higher levels in the course is adopted in this programme to offer support to learners in lower years in terms of advice, guidance and student issues. Peer assessment is adopted as a formative assessment method in presentations and task based activities in lectures as well as integrated seminars discussing particular topics throughout the academic year.

### **Inclusive Assessment Methods in Service User Participation Modules & the Honours Programme**

Inclusive teaching and assessment benefits all students: international, local, mature students, as well as students with a disability. Given the diversity of the service user group 'Outside In', the move towards more inclusive assessment practice has its roots firmly fixed in disability legislation. In the revised QAA Code of Practice for Disabled Students (2010) the guidance reminds institutions that they 'should seek to monitor the consistency and comparability of inclusive assessment practices across modules, programmes, departments and faculties. The key term associated with Inclusive Assessment is *flexibility* as outlined in the revised QAA (2010). What this means is if assessments are "...to fulfil their purpose, they must also be flexible regarding the mode of measurement so that each student has an equal opportunity to demonstrate their competence. In some cases this may mean changing the existing examinations or assessment practices within an institution. In all cases it will mean being clear about precisely what is being assessed....".

The flexibility in assessment that the QAA's Code of Practice refers to can be interpreted as

- the **reactive** provision of a different mode of assessment in a circumstance where the existing assessment mode is not suitable for a candidate;
- a **proactive** provision of assessment **choice**, offering different ways to all candidates to demonstrate their acquisition of the learning outcomes.

In the 10 credit service user/carer module, 'Using expertise through experience in the education of students in Higher Education', the freedom of the word 'narrative' can be interpreted in the context of film, presentation, reflection or a straight forward assignment. This allows service users/carers and the flexibility and creativity to embrace this assessment in a way that suits their preferred learning preference or expression.

In the service user module 'Participation in Social Work Education', the assessment methods include multiple choice questions and answers, observations and verbal reflective accounts, making the module accessible to those with specific learning and physical difficulties. This programme is guided by this legal duty, wherever possible, to protect people with a disability through making HEIs mindful that a 'competence standard' is the basis of sound inclusive design - a precise tool for avoiding discrimination.

### **Assessment regulations that apply to the programme**

University regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme. Derogation has been approved for the following:

- Students must pass (minimum of 40%) all assessed academic work and marks in modules will not be aggregated;
- Students will be permitted to have one further re-attempt at all modules on the programme following an unsuccessful first attempt (therefore two attempts in total).

These have been agreed by the regulatory body (CCW) and were submitted to the relevant internal committee (QEC) at Glyndŵr University with approval of these derogation rules being granted in July 2011.

Each practice placement on the programme does not have academic credits attached with the exception of year 1. This means that each student must pass all practice elements of the programme before progressing onto the subsequent years. Each student has two attempts at practice and must pass the second attempt in order to progress.

## Programme Management

### The Programme Team

The programme team consists of:

- Programme Leader (ensures that students have an effective learning experience by providing high quality academic guidance and advice and by enhancing retention/progression and employability; contributes to quality assurance and enhancement and the continuous improvement of the curriculum, teaching quality and career-relevance of provision; prepares action plans and implements outcomes of programme monitoring and review);
- Service User and Carer Coordinator (has a specific role within the team to work in collaboration with service users and carers in all aspects of the degree);
- Admissions Tutor (a designated role of one of the Senior Lecturers);
- Senior Lecturers (module leaders, personal tutors, placement visits) and,
- Practice Educator (visits students on placement for students who have an allocated personal tutor who is non-social work qualified).

The team consists of a diverse range of qualified practitioners, teachers and researchers. The programme leader, alongside senior lecturers undertake a variety of scholarly activities which underpin the delivery of the social work curriculum. Team members can evidence social work service evaluations in domestic violence, European and minority communities in Wales, integrated family support services in Wales, rural Wales and domestic violence, and are illustrated by way of publications in peer-reviewed journals. These include the *British Journal of Social Work*, the *Journal of Social Work Practice* and *Child and Family Social Work*, *Diversity in Health and Social Care* and the *International Journal of Narrative Practice*.

The team has a balance of social work practice experience in both children and adult social work, as well as management in social work and social care. One member of staff has experience as an Inspector for CSSIW (Care and Social Services Inspectorate Wales), and a specialism in drug and alcohol service provision in a variety of voluntary and statutory settings. Current experience of members of the team includes roles within the Healthcare Inspectorate for Wales, as academic advisor to the Local Government Data Unit Wales, and various consultancy roles; this ongoing involvement, in addition to the input of visiting specialist practitioners, shows how students undertaking this programme will gain access to a diverse range of up to date knowledge.

### The Degree Management Group

The programme will be managed by the Degree Management Group (DMG). The DMG will consider all aspects of overall management of the programme. Its membership includes the Programme Leader, two other University tutor representatives, agency representatives (Wrexham, Flintshire, Denbighshire), representatives from the service user and carer focus group, Outside In, and is chaired by an academic (from Glyndŵr University) with the Vice Chair from a partner agency.

**The DMG's terms of reference are:**

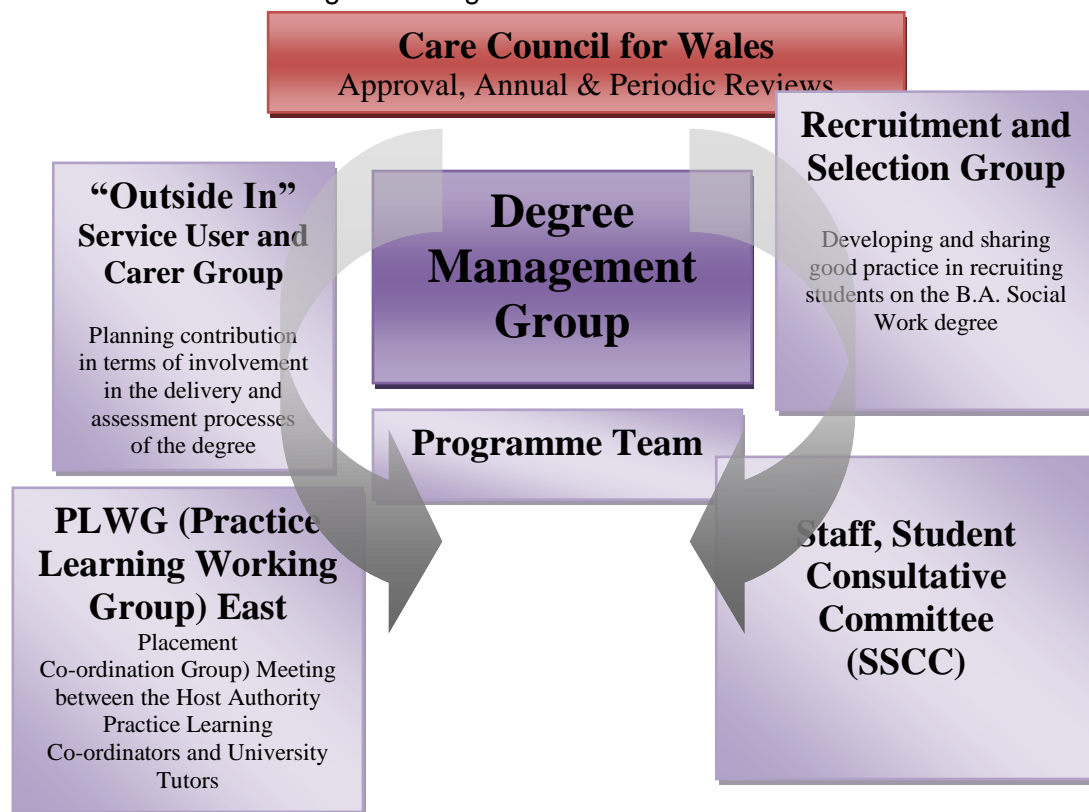
- To monitor the overall quality and performance of the programme;
- To support and enable the social work team to manage quality of both academic and practice opportunities on the programme;
- To receive and act upon a range of reports which evaluate the work of different elements of the programme (Annual Monitoring Report (AMR), Practice Learning Opportunity Fund (PLOF), Practice Assessment Panel (PAP), Recruitment & Selection sub-group, Outside In, the Staff Student Consultative Committee (SSCC)). The roles and functions of these groups are outlined on the next 2 pages.
- To have responsibility for overseeing the production, review and refinement of the AMR;
- To ensure that the AMR is processed through both Glyndŵr University & CCW systems;
- To consider and advise the teaching team and partner agencies on external developments in social work relating to professional development and education of students undertaking the programme;
- To monitor and update a degree action plan as set out in the validation document for the programme;
- To act as a focus for the identification, promotion and dissemination of teaching and learning through promotion of reports from CCW, SSIW, QAA etc;
- To monitor the operation and implantation of academic regulations and procedures for the BA (Hons) Social Work to ensure that they are consistent with the terms and regulations approved by CCW and Glyndŵr University.
- To oversee the good stewardship of the BA (Hons) in Social Work.
- The Chair shall be elected by the DMG in the first instance following revalidation of the degree and will sustain this position for a period of three years.
- The chair shall be authorised to take such executive action as may be necessary to expedite urgent business in between meetings provided that a report of such action is provided to the DMG;
- The DMG will meet a minimum of three times a year;

As well as providing operational management of the programme, the DMG is also provides support to the programme team.

The DMG will draw on information to inform the Annual Monitoring Report (AMR) in order to monitor the quality and areas for development on the course. The DMG strategic plan 2012-2017, which will be developed once the programme has been revalidated, will also provide the DMG with key targets in the programme to ensure that the programme is continually reviewed and improved upon in areas that are identified during the running of the course. The DMG group will receive the AMR prepared by the programme team and will take overall responsibility for reviewing and approving the report ensuring that issues of quality and equal opportunities have

been appropriately managed throughout the year, and of then forwarding it to the CCW and to Glyndŵr University's internal quality monitoring mechanisms.

The following diagram illustrates how each area of the course provides a regular loop of communication into degree management.



### **The Practice Learning Working Group (East).**

Glyndŵr University's Placement Co-ordination Group (or Practice Learning Working Group [PLWG] East) is a meeting between the Glyndŵr University social work staff and the placement co-ordinators of the partner agencies: Wrexham, Flintshire and Denbighshire. Its purpose is to increase understanding and co-operation between the academic and practice learning elements of the BA Social Work programme.

The Group will report to the Degree Management Group (DMG), by drawing attention to matters that require further development.

PLWG East will meet between 4-6 times a year to plan, arrange and review practice placements

### **Staff/Student Consultative Committee (SSCC)**

Membership: The programme leader, tutors, student representatives from all three years, administration and a chair from another programme in the University.

#### **Role and function:**

- To provide a forum for students and staff to discuss all issues pertinent to the course;

- To enable agency representatives to be aware of the specific course issues which affect students;
- To feed into the DMG, AMR and Annual Monitoring (CCW);
- One agency representative (delegated from the DMG) will attend for one calendar year;
- The group will meet a minimum of twice a year.

### **Role and Function of the Service User and Carer Group (known as ‘Outside In’)**

1. To provide a forum to consider all aspects of service user and carer involvement in the BA (Hons) Social Work programme
2. To undertake training as necessary to be able to participate in all aspects of the degree, including selection of students, teaching of students, participation in Programme Management, and indicative assessment of student learning and skills, as appropriate.
3. To consult with the Service User and Carer Coordinator and other members of the Social Work team to ensure that the requirements of the CCW *Standards on Involving Service Users and Carers in the degree in social work in Wales* are met

The group aims to include a diversity of service users and carers and actively seeks to recruit representation from underrepresented groups, including Welsh-speaking service users and carers.

The group is supported by a Service User and Carer Coordinator, and currently receives a pro rata annual grant from the Care Council for Wales based on the number of first year student enrolments. This grant is used for expenses incurred by members of Outside In when undertaking activities, and for small consultancy fees which recognise the programme’s dependence on the expertise through experience which service users and carers can provide.

The group has developed a Working Agreement and Ground Rules which express the points above in more detail, and which also include information about accountability, health and safety, and payments. This agreement is reviewed annually.

The group meets at least 3 times a year and sub-groups meet for particular purposes (such as consultation with the Care Council for Wales) as and when required.

### **North Wales Recruitment and Selection Group:**

#### **Role and Function:**

The purpose of the Recruitment and Selection Group is to identify good practice and develop effective systems and processes in recruiting and selecting social work students for the North Wales Social Work programmes. This group considers and identifies good practice and develops effective processes in recruiting and selecting students for the BA Social Work courses in North Wales. The functions of this group are:

To manage recruitment and selection procedures across the North Wales partnerships.



The membership consists of:

Admissions tutors x 2

Service User reps x 2

Agencies reps from participating organisations (one from each).

### **The Practice Assessment Panel**

The practice assessment panel and its associated activities have been developed in partnership with our key stakeholders on this programme. It is worth noting that all procedures followed through the practice assessment panel must comply with University policies and procedures (for example, suitability). The University's policies for conduct and behaviour of students undertaking the programme complement the CCW procedures for reporting a breach of the Code of Practice. In situations where formal procedures need to be followed in the context of placements, the University procedures take precedence over others and we are required to report to the CCW which procedures are to be followed with individual students in cases of suitability, as well as the outcomes when undertaken.

The 'Raising Standards' Rules of Approval (2004) outline how social work programmes need to ensure the degree has a Practice Assessment Panel (made up of staff of the degree programme, representatives of employers of social workers and of users of social services) to manage the process of practice assessment, moderate practice assessor recommendations, and make recommendations accordingly about each student to the Assessment Board.

The practice assessment model that has been adopted to execute this function in North Wales is a local arrangement between the University and hosting authorities.

### **Membership**

The membership of PAP is:

- service user/carer representatives;
- representatives from the hosting authorities (placement coordinators);
- the practice learning centre manager (funded by a consortium of six Local Authorities across North Wales) and,
- tutors from Glyndŵr University.

The chair of PAP (currently) is the practice centre learning manager as nominated by a Director of Social Services from a Local Authority within the partnership. The Practice Assessment Panel meets at the end of each placement period to enable it to fulfil its remit in the quality assurance of practice portfolios and the administrative support records. All minutes of the Practice Assessment Panel are currently provided by the regional Practice Assessment Learning Centre.

### **Primary Function/s of PAP**

- 1) The KEY role of the Practice Assessment Panel is the moderation of practice portfolios, (ie the quality, range and depth of evidence provided by the student/and or practice teachers against the claimed criteria – National Occupational Standards (NOS) for Social Work and Code of Practice for Social Care Workers, at each level of the training).

- 2) The Practice Assessment Panel will devise a benchmarking criteria for assessing the evidence contained in portfolios, similar to a series of benchmarking statements at each level of the programme (4, 5 and 6) to ensure that there is consistency and fairness in the way in which portfolio evidence is quality assured/judged by individual readers; the criteria will be approved on behalf of the University by the Programme Leader. This criteria will be in place from Sept 2011 onwards and will act as guidance for the practice assessment panel. They will be adjusted accordingly as new themes and quality issues are identified in portfolios year on year. This ensures the key role of quality assurance is duly considered by the individual participating in the Practice Assessment Panel.
- 3) The Practice Assessment Panel directly reports to the University's Assessment Board, and provides an annual summary report to the assessment Board, commenting on the overall quality and quantity of Practice Learning provision during the academic year; a summary of student outcomes, and an indicative plan of future work on the basis of this evaluation.
- 4) The regionally funded Practice Learning Centre manager will be responsible for identifying a reader (registered social workers who hold an approved assessor qualification) and distributing portfolios who will then check that the evidence within the portfolio is sufficient and consistent with the practice assessor's recommendation. The reader will also check that the evidence is consistent with the NOS requirements at the different levels 4, 5 and 6. A Reader can ask for more evidence from the student and /or the Practice Teacher if (s)he is not satisfied that the evidence supplied is sufficient.
- 5) The PAP will ensure that all evidence and information is endorsed with the Practice Teachers' and Students' signatures and dates, and all should conform with the confidentiality and anonymity requirements of the Programme.

The Practice Assessment Panel can make the following recommendations:

*	Confirm and record that there is sufficient evidence to support the Practice Teacher's 'Pass' or 'Fail' recommendation, or
*	Record that there is insufficient evidence to support the Practice Teacher's 'Pass' or 'Fail' recommendation, or
*	Request further evidence or clarification from the student and/or Practice Teacher (Refer)
*	Postpone a decision until a future Panel (Defer)

The Practice Assessment Panel will make a recommendation to the Assessment Board that the assessment decision of the Practice Teachers are either confirmed or unconfirmed in relation to each student.

#### **Re-Submission of Practice Portfolio work**

There may be some occasions (normally to ensure standards and consistency) when the Practice Assessment Panel may return (first attempt) portfolios to students or Practice Teachers with a view to a revised portfolio being submitted.

The main reasons for returning portfolios to student / Practice Teachers are:

- Incomplete portfolio – missing pages, documents not fully completed, missing signatures
- Breach of confidentiality
- Further clarification / additional evidence

### **Problem Management of Placements**

Concerns can be expressed about or by students in a wide range of informal and formal ways. The following guidance has been undertaken in conjunction with our key stakeholder to provide a robust audit trail to either evidence a fail recommendation/ or (in some cases) to inform the stage one process of suitability to practice. The programme recognises how problem management can either be a suitability or capability issue. In either case, problem management needs to be clearly evidenced and documented. It is important to note that procedures used on this programme are aligned with University regulations, policies and procedures which take precedence in all aspects of problem management.

If problem management is not recorded, or inconsistently recorded, this can cause difficulties in the decision making process of whether to recommend a fail or pass or even to suitability procedures.

Practice Teachers need to feel confident in order to manage and address any behaviour or action of students on placement that causes concern. They also need to feel supported in distinguishing between behaviour that can be addressed in supervision, and behaviour that warrants further discussion or referral to other University procedures.

Similarly, students need to be clear about the types of behaviour that will cause concern, and what action(s) will be taken in relation to such concerns. Students also need to feel confident about raising a concern regarding their Practice Teacher or practice learning opportunity.

These proposals are not intended to replace any of the existing University procedures, but rather to offer clarity and a planned, cohesive approach in the stages prior to referring to any of the more formal University procedures. The Care Council for Wales, as custodian of the social care and social work registers, can also advise the university team on such issues.

Where behaviour (or a pattern of behaviours) cannot be addressed and resolved through the usual supervision process, it may be beneficial to convene a 'Problem Management Meeting'. The aim is to intervene early in resolving difficulties or in identifying whether more formal action regarding placement arrangements, suitability or capability issues are required.

### **The Problem Management Meeting**

If an issue has arisen during the practice placement that is outside the remit of what can be dealt with effectively and satisfactorily within a supervision session(s), and may need external input (e.g. University tutor, Practice Learning Co-ordinator) then a meeting needs to be arranged, which will be referred to as a 'Problem Management Meeting'. The purpose of this meeting is:

- to gather accurate information
- to identify the concern(s)
- to separate fact from opinion
- to make decisions regarding an appropriate level of action to remedy concerns
- to make decisions regarding referral to any University Regulations or Procedures
- to make decisions regarding referral to any agency procedures
- to make decisions on referral to Care Council for Wales following the initiation of University procedures

In terms of status, this meeting is informal, in the sense that it precedes any referral to the Informal Stages of any University or Agency procedures.

The philosophy and ethos of this meeting would be to harmonise the student's rights, service users' needs / rights; the Practice Teacher's responsibilities /needs; the placement agency's needs, (future) employers' needs and University Procedures.

It is anticipated that the following people need to be present at a Problem Management Meeting

- Student
- University Tutor
- Practice Teacher
- Practice Learning Facilitator (Hosting Authority of student)
- Practice Learning Facilitator (of the Placement Authority, if different from Hosting Authority)

The meeting is to be chaired by the Practice Learning Facilitator of the Hosting Authority of the student, unless there would be a specific, agreed reason not to.

All participants need to be clear about their own role as well as the roles of others within the meeting. It would be expected that the Chair would establish this at the beginning of the meeting.

A formal record will be made of any Problem Management Meetings, which must be included in the submitted placement portfolio, even if there no further action is identified.

Items for discussions would include:

- What are the concerns?
- Who is expressing them and why?
- What is the student's response?
- What is the Practice Teacher's response?
- Other views expressed
- What action(s) are required?

The expectation is that issues of capability are dealt with through the usual assessment process and it would not be necessary to convene a Problem Management Meeting instead of the Mid-point Review meeting, where an Action Plan would be formulated with arrangements for subsequent Action Plan Review meeting(s). Accordingly, if concerns have arisen early on in the placement, parties

may either agree that convening a Problem Management Meeting may be the appropriate recourse, or alternatively bring forward the Mid-point Review meeting. It is important that all parties are clear about the nature of the meeting and about any decisions taken as a result of the discussions, and that a clear and accurate record of the meeting is made.

### **Second Opinion Practice Teacher**

If a student disputes the recommendation of the Practice Teacher, a Second Opinion Practice Teacher can be appointed. The current arrangements for a second opinion practice teacher are that should the need arise, the practice learning centre will identify a suitably qualified individual to undertake this role. The clarification of who will fund the Second Opinion Practice Teacher will be discussed in the DMG alongside a further criteria for initiating this process. The second opinion is a quality assurance role aligned with best practice principles of fair and equitable assessment decisions. It is worth noting that it is in rare circumstances that the second opinion is used, as normally difficulties are resolved during problem management processes.

The main role of the Second Opinion Practice Teacher is to make an assessment of the student's competence against the agreed criteria (NOS for Social Work and Code of Practice for Social Care Workers (CCW)). Having reached a judgement regarding the student's competence and capability, the Second Opinion Practice Teacher will also need to consider the impact of the placement experience on the student's learning. The Second Opinion Practice Teacher is required to report her/his assessment to the Practice Assessment Panel in order to assist the decision making process, and in order to assist the University's Assessment Board to make a final decision.

### **The Failing Student Report**

Where a student does not complete a placement, and there is NO portfolio of evidence, a failing student report must be completed by the practice teacher. This will be processed through PAP in the usual way.

### **Managing Suitability to Practice**

The programme adopts Glyndŵr University's suitability to practise procedure in managing suitability to practise. The programme has developed a summary procedure and flow chart to assist our partner agencies and the programme team to understand these processes. The flow chart (available from the University) complies with the University's procedure and guides the programme team into specific courses of action and procedures. A summary procedure to support the main University policy is outlined (available from the University).

### **Particular support for learning**

Tutor support is provided in a variety of different ways to enhance communication and management of the student experience. These roles are identified as follows:

- Year Tutor (an academic tutor who is responsible for monitoring that particular year, see below for further detail);
- Qualified Social Work, Academic Personal Tutor (responsible for placement visits, academic support);

- Practice Educator (for students allocated to non-qualified social work lecturing staff - will undertake the placement visits on behalf of the tutor);
- Link Tutor (a link tutor is a qualified social work tutor on the team who has responsibility for personal tutoring students who are hosted by a particular local authority (for example, one tutor will work with one placement coordinator in all three years)- this is to promote more effective communication and general management of placements between the university and placement coordinators) and,
- Academic Tutor (non qualified social work tutors who will provide personal and academic support only).

Year tutors have responsibility for the management of that particular year of the programme. They are available to manage all issues relating to that year. If anything presented to them is beyond their remit as senior lecturer, then they will refer the student to the programme leader.

### **Year Tutor Role**

- Identify and monitor students' summative assessed work where there are consecutive failures of assignments (particularly in year one);
- The year tutor will be responsible for requesting this information from module leaders (module leaders will inform year tutors who have failed what in each specific module) – this information will then be discussed in team meeting to activate ILPs with personal tutors (if deemed necessary);
- To identify and monitor general attendance and to be the point of contact for the associated head of year and;
- To liaise with the programme team regarding common themes or issues of each particular year and feed this back to team meetings;
- To encourage the appointment of new or continuing student representatives and communicate the dates of the SSCC or any other related meetings;
- To be responsible for the identification of planning for the preparation for practice (particularly in year 2 and 3).

### **Academic Tutors**

Academic tutors offer academic support in small tutorial groups and on an individual basis. The tutor will meet with their tutorial group on a regular basis, with bookable tutorials are available on an individual basis. All students have the option to request to change their personal tutor – if they wish to do this, they need to make the request and it will be considered by the programme team.

In addition, students with a disability are offered support by one of the tutors designated in student support at the University. This tutor will consult with the individual student and they will consider together how any issues can best be addressed.

### **Individual Learning Plans (ILPs)**

The Quality Improvement Agency: Skills for life improvement programme outlines clear evidence from Inspection reports about the benefits to learners who engage with ILPs. This strategy of education enables the tutor and student to identify strengths as well as areas for development. In helping learners to learn, ILPs can be extended to higher education, particularly those related to vocational courses.

This programme supports the view that ILPs build on skills of reflection and awareness, enabling students to identify both academic and vocational skills in the context of social work education. They also act an important tool of self- and formative assessment methods, encouraging students' self-regulation of learning. Self-regulated learning is an active constructive process where the learner sets goals for him/herself.

When a student appears to be at risk of non-completion of any level of the programme (for example, because of consecutive failure of assessed work), an ILP will be activated. Year tutors, alongside personal tutors will regularly exchange this information about such students in team meetings. The personal tutor of that student is responsible for inviting the student for a tutorial to discuss concerns. This tutorial will focus on specific areas of development (e.g. referencing, structure, grammar, study skills) and will identify with the student any specific needs. Where it appears the student may have unidentified learning needs, tutors are reminded to be cautious of referrals to student support services when it may relate to learning preferences/styles or skills. All attempts must be made to explore this with the student prior to suggesting the student access an assessment of learning needs. Where attempts to improve skills remain, the personal tutor can suggest accessing the University's student support services. From the referral to assessment stage, the student is responsible for communicating with relevant tutors and practice teachers. The ILP will also inform the academic report for portfolios which personal tutors complete for every placement at each level.

### **Resources for Learning**

Students gain access to a wider variety of resources for learning when undertaking this programme. These include:

- Peer-reviewed literature;
- The virtual learning environment (VLE) and access to computer stations and IT software;
- Interactive discussion with lecturers on VLE;
- Personal tutoring;
- Integrated seminars and various Department and practice based workshops;
- Individual learning support through student support services and personal tutoring;
- Counselling services;
- Individual learning plans.
- E books , journals, books (Library)
- Student handbook (information about appeals, complaints, assessment outline, student support, placements, etc)

### **Equality and Diversity**

#### **Widening Access and Participation**

Glyndŵr University's Widening Access and Participation Strategy has a direct and focused relationship to its Strategic Plan. Certain Strategic Objectives are identified as taking a lead role in the delivery of the Widening Access and Participation

Strategy:

### **Quality of student experience**

The quality of student experience is measured regularly through:

- SPOMs (Student Perception of Module);
- one peer observation per annum is carried out of a teaching session given by each member of the programme in pursuit of the identification of professional developmental needs (e.g. the use of technology and innovative teaching methodologies);
- the National Student Survey
- the SSCC.

### **Equal Opportunities Statement**

The pursuit of equal opportunities in all aspects of the programme is a central tenet to which all of the partners are fully committed.

The DMG recognises that discrimination and inequality arising from disability, race, ethnic origin, cultural background, class, religion, creed, language, poverty, age, gender and sexual orientation are regrettably commonplace in British society. This programme will actively seek to combat attitudes, ideas and practices, which contribute to injustice and disadvantage.

This commitment to provide equality of opportunity will inform every aspect of the programme from its management to recruitment and selection and curriculum content, assessment and practice learning opportunities.

The monitoring of equal opportunities in all aspects of the programme will be a foremost priority managed by the programme team and the DMG.

All relevant programme literature will highlight the importance of this statement and participants will be expected to demonstrate an active commitment to it. All those concerned with admissions, recruitment and selection will be made aware of the potential needs of students and of strategies to provide for these needs, and the partnership will undertake to continue to support and develop staff training opportunities with regard to equal opportunities.

The programme will establish and develop the basis for an anti-discriminatory practice by ensuring that all students:

- develop an awareness of the inter-relationship of the processes of structural oppression, race, class and gender;
- 
- understand and counteract the impact of stigma and discrimination on grounds of poverty, age, disability and sectarianism;
- demonstrate an awareness of both individual and institutional racism and ways to combat both through anti-racist practice;
- develop an understanding of gender issues and demonstrate anti-sexism in social work practice;
- recognise the need for and seek to promote policies and practices which are non-discriminatory and anti-oppressive.
- have knowledge and awareness of the cultural and linguistic factors which affect service users' and carers' needs, individually and in relation to social,



community and family structures.

- receive practice teaching which is committed to ethnically sensitive practice and prepares students to combat institutional oppression.

All participants in the programme will be made aware that any form of discriminatory behaviour will not be accepted or condoned by the programme providers.

Equality of opportunity also applies to student life at Glyndŵr University, as well as the curriculum and course philosophy. Students will be treated fairly and with respect at all times. Racial, sexual or other forms of discrimination or harassment will not be tolerated. Students who feel that they are being discriminated against should raise the issue with their personal tutor or any member of the staff team. Alternatively, the Students' Guild, the student counsellor or one of the student representatives may be called upon for advice or support. No student should feel that he or she has to tolerate unfair or oppressive treatment.