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Building skills into the curriculum:

- A guide to meeting the requirement for social work degree students to achieve information and communication technology skills

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Introduction

This guide provides a demonstration of how elements of the seven modules of the European Computer Driving Licence (ECDL) can be integrated into your social work programme and provides some detailed examples in the Appendix I.

Wales, Scotland, Northern Ireland and England vary in how frameworks for the social work degree have interpreted the requirement for social work students to gain information and communication technology skills. The variations are described on the SWAP website¹ (Burgess, June 2004).

England	Northern Ireland	Scotland	Wales
From 2003/4	From 2004	From 2004	From 2004
In addition to the assessments devised by the HEI, students must:...	In addition to the assessments by course providers, students must:...	In addition to the assessments devised by the Course Provider, students must have gained the European Computer Driving Licence, or its equivalent, by the end of their first year of study	All Wales Framework for Assessment at each level. Also:...
Have passed the European Computer Driving Licence or its equivalent	Use information and communications technology methods for a variety of purposes including professional communication, data storage and retrieval, information searching...		IT skills meeting those set out in the ECDL

Table extracted from the SWAP website

This guidance document is relevant to all four countries of the UK.

English social work degree programmes, according to the SWAP survey² (2003), are at varying stages of readiness to meet the General Social Care Council (GSCC) requirement that “students have... been assessed as competent to the level of the European Computer Driving Licence³ (ECDL) or its equivalent”. (GSCC 2002)

The challenge facing social work is to harness the power of information and communication technology (ICT) and to use it for the benefit of service users.

The proposal in this document is that students can meet the requirement by programmes integrating ICT skills’ learning throughout the social work degree as appropriate to the country framework being used.

¹ Burgess, H. Introduction to Social Work Education Regulation at: <http://www.swap.ac.uk/quality/swreform/introduction.asp>

² ECDL survey, October 2003 at: <http://www.swap.ac.uk/docs/news/SWITskills.rtf>

³ European Computer Driving Licence at: <http://www.ecdl.co.uk/>

The aim is to use an integrative approach so students can be effectively supported to develop active learning skills, which will be carried through into their practice.

The desired outcome is practitioners who will be able to use ICT as a standard and familiar tool to support their learning and importantly their practice.

Curriculum design approach

The following commonly adopted principles provide a useful framework to developing the ICT curriculum.

- To make learning active there must be meaningful opportunities to rehearse skills regularly.
- Students with little prior ICT knowledge and skill need a period of time over which to accumulate learning before being assessed.
- Those with more developed skills and knowledge should have opportunities to maintain and extend them.
- Variety in the curriculum plan should allow students to learn ICT skills in the individual ways they find most effective.
- Specific ICT skills and knowledge can quickly become outdated. The style of learning adopted needs to encourage students to understand how they can independently develop new ICT skills as systems and applications change.
- Learning goals for ICT should be related to social work knowledge and address practice problems to make them more relevant and meaningful to social work students.

Two contrasting models

Two contrasting models can be used to meet the requirement to achieve ECDL or equivalent.

- 1 ICT can be treated as a distinct subject, which should be delivered and assessed through a separate module, or series of modules, within a social work programme. The module/s could be generic or use content specific to social work students. The assessment could be either in-house or through the use of an ECDL Test Centre⁴.
- 2 Relevant aspects of the ECDL curriculum can be embedded throughout the social work curriculum. ICT teaching, learning and assessment are integrated with other curriculum areas. ICT skills and knowledge are presented as they are relevant to the task of learning about and practising social work. In this model students accumulate the ICT skills and knowledge alongside the other work they undertake.

This guidance relates to the second model and supports the view that putting students through stand-alone ICT courses and ECDL testing will not be the best way of developing social work graduates with the required mix of skills. Our preference for this model arises from experience of teaching ICT on DipSW programmes and of undergoing the ECDL testing procedure and is in line with current understanding of effective learning approaches.⁵

While the culture shift in relation to use of ICT and social work has been considerable, DipSW experience suggests that many students (and some staff) still struggle to see the

⁴ ECDL Test Centres can be located through <http://www.ecdl.co.uk/find-centre.php?style=scn>

⁵ Young P and Burgess H (2005) Dancing on a moving carpet: the changing context in Burgess H and Taylor I, *Effective Learning & Teaching in Social Policy and Social Work*. RoutledgeFalmer pp 6-8

wider relevance of ICT skills to social work education and practice. This leads to resentment of the time taken out of a very crowded curriculum for separate teaching of ICT skills not specifically related to the social work curriculum.

An increasing proportion of students come to social work education with well-developed ICT skills and need exposure to the variety of ways these can be applied to practice rather than further skills training. A residual group will only use skills taught in stand-alone ICT skills sessions again when specifically required by the course.

The ECDL is predicated on Microsoft Office which is not universally in use in HEIs or practice settings. Taken alone it does not meet the variety of needs of social work students and does not address the culture shift needed.

The ECDL syllabus (Version 4)

The ECDL Syllabus⁶ is designed to demonstrate general competence in ICT skills. The guidance for social work degree programmes allows for students to be assessed for an equivalent of ECDL. This provides scope for programmes to design an ICT curriculum more specifically related to the needs of social work students. The British Computer Society ECDL website describes the ECDL syllabus as:

“..designed to cover the key concepts of computing, its practical applications and their use in the workplace and society. It is broken down into seven modules, each of which must be passed before an ECDL certificate is awarded..”

Once a candidate is registered at an accredited test centre, a logbook listing all seven modules is issued. The modules may be taken in any order and over any period of time **up to three years**⁷ - even all at once - offering maximum flexibility. When all seven modules have been successfully passed, the logbook is exchanged for a certificate and credit card. The seven modules that make up the ECDL are:

1. Basic concepts of IT
2. Using the computer and managing files
3. Word processing
4. Spreadsheets
5. Database
6. Presentation
7. Information and communication

A brief consideration of the ECDL syllabus below suggests some areas where programmes might wish to vary the curriculum and how it might be linked to individual social work programmes.

Module 1 *Concepts of information technology*

This requires some technical information that might not be considered essential for social workers. However, the section on use of IT in everyday life can usefully be expanded on to

⁶ ECDL Syllabus <http://www.ecdl.com/main/syllabus.php>

⁷ In Scotland the requirement is for students to gain the ECDL or its equivalent by the end of the first year

include specific uses in the social care sector. This could include organisational applications such as the Electronic Social Care Record⁸ and service user support such as assistive technology⁹. Students' experience of how ICT is (or is not) used in practice learning settings can provide essential raw material, which can be utilised in a module on social work organisations. Section 1.6, Health and Safety, Environment, can be linked to wider aspects of health and safety, perhaps when taught in preparation for practice learning. Sections 1.7 and 1.8 relate to security and data protection issues, which can be covered when they are addressed in a broader way to prepare for practice learning.

Module 2 *Using the computer and managing files*

This section includes basic skills in managing files, awareness of the nature and impact of computer viruses and print management. These are basic skills that students will need to acquire early to use in their studies. They can be assessed in an indirect way as they meet other requirements which utilise these skills.

Module 3 *Word processing*

The ECDL includes mail merge which it could be argued is not commonly required of students or social workers. It does not include using the outline facility which could be useful in learning to structure reports and large documents and could therefore be taught as part of report writing skills or skills for structuring large documents.

Module 4 *Spreadsheets*

Section 4.6, creating charts and graphs links well with learning how to interpret and present quantitative data within, for instance, a research methods module.

Module 5 *Database*

While the ECDL syllabus includes creating a database, the requirement for social work students is more likely to be an understanding of how to make use of existing databases. This can fit with that part of the curriculum which addresses resource management in constructing packages of care. It can also be addressed in research methods as it is an unobtrusive method of data analysis. Many practice learning settings will provide opportunities for students to practise their ability to extract information from and enter information into databases.

Module 6 *Presentation*

Use of presentation software can best be taught and assessed in those modules where students are required to do a presentation on a social work topic.

Module 7 *Information and communication*

Section 1 covers accessing information via the Internet. Most learning resource centre/library staff will provide students with more detailed and subject specific strategies covering these areas in sufficient depth. Or students might be taken through the online module Internet Social Worker¹⁰ which is a tutorial that lets you practise your Internet information skills. Information gathering skills fit with teaching on research methods including undertaking a literature search and more generally the evaluation of evidence. Section 2 on communication

⁸ Electronic Social Care Record <http://www.dh.gov.uk/assetRoot/04/07/36/77/04073677.doc>

⁹ A good introduction to Assistive Technology can be found on the Foundation for Assistive Technology website <http://www.fastuk.org/>

For assistive technology and other support to disabled students (and staff) try Techdis at <http://www.techdis.ac.uk/>

¹⁰ Internet Social Worker <http://www.vts.rdn.ac.uk/tutorial/social-worker>

can be covered by requiring students to use e-mail for communication on the programme, for example in assessed group work activities. Many practice learning settings will provide opportunities to demonstrate these skills.

Constructing an ECDL equivalent curriculum

The ECDL syllabus, with appropriate modification, provides a good framework for learning outcomes students should achieve. It does not indicate when or how these skills might best be introduced, taught and assessed. This has to be dictated by the needs of students as learners and the nature of the programme. Parts of the ECDL syllabus cover skills which students need to use from the start of their programme e.g. most universities now require assignments to be word processed and rely heavily on electronic communication. Many will also expect students to access some form of Virtual Learning Environment (VLE).

ECDL Module 7 Section 2 (Communication) is probably the first part of the syllabus that students will cover on their social work programme. This will be closely followed by elements of Module 3 (Word processing) to meet the programme requirements for submission of work and presentation and of Module 7 Section 1 (Information) to access a VLE or other web based information they need.

For the new student arriving on a programme without IT skills (increasingly a minority of students) this is probably enough to cope with alongside other learning and adjustment to the programme. As a general rule the order in which the remaining areas of the ECDL syllabus are introduced should be dictated by where on the programme appropriate related subject matter appears.

Teaching and learning activities/resources

Basic ICT skills

Social work programmes can make use of existing resources in their institutions for ICT skills development. Basic ICT skills can be introduced using generic introductory programmes. These will usually provide students with an opportunity to be shown how to register for and use the ICT facilities including using their e-mail account and whatever VLE is available in the particular HEI. Many students will be sufficiently familiar with ICT basics to be able to use self-instruction tools. They need to be advised as to where and how to access these and given a choice of online or printed materials.

Culture of ICT use

Basic skills can be reinforced through developing a culture of ICT use, e.g:

- for booking, tutorials
- for exchanging information for the allocation of placements
- module information available on the web through a VLE
- substantial documents such as practice portfolios made available electronically.

ECDL and practice learning

Currently the availability of ICT to students in practice learning settings is variable. By auditing the use of ICT in their own practice learning setting and comparing and contrasting the information gathered by other students much will be learned about the application of ICT within a variety of settings. Students can be encouraged to use opportunities available to develop their ICT skills. However, programmes will not be able to require the assessment of ICT skills in practice learning settings until there is more consistent availability of ICT in different agencies.

Assessment

The authors' previous experience of auditing student entry ICT skills through self-evaluation has shown that this is often unreliable and that there hasn't been a good match between reported skill levels and those demonstrated in lab sessions. It appears that on occasions students have overestimated their skill base. Students are better able to estimate their learning needs if they are given the opportunity to do this as the curriculum unfolds and the skill is demanded.

The principles of planning a 'fair and coherent' assessment strategy (Burgess 2003¹¹) apply as much to ICT as any other part of the curriculum. In the case of ICT, 'deep learning' is that which is well-integrated into students' repertoire of skills and can therefore be drawn upon whenever appropriate in practice or needed in other learning situations.

Consideration of using ECDL type assessment

The electronic ECDL test places great emphasis on recall of specific ways of doing things and such formal testing creates considerable anxiety. The lack of specific fit to the needs of social workers provides potential for encouraging a mixed, if not cynical message about the test. If such a test were to be carried out early in the programme the material covered may be excessive for those entering the programme with a low skill base. If the ECDL were to be used as the only assessment tool it has to be linked into the programme's credit accumulation system. This might make it difficult to arrange for students to take the test at different times according to their readiness.

Assessing an embedded ICT curriculum

Assessment of the embedded ICT curriculum is carried out through students submitting small examples of the 'output' from their use of ICT. These assessments can be spread throughout the programme and their relevance supported by a culture of ICT use in delivery of learning and teaching. Distributing the skill learning and assessment across the three years of the programme (as in England) encourages ongoing use of ICT skills in a way that one-off modules cannot do. It also allows for progressive skill development for those who need it. Linking the assessment to relevant subject material stresses the meaning and relevance of ICT skills to the profession of social work and demonstrates its utility. By focusing on outcomes and the products of relevant ICT skills, integrated assessments allow students choice in the methods they use to acquire the necessary skills. Students who have come to the programme with advanced skills are able to make use of them without attending further skills sessions.

There are of course issues of expertise and resources to assess the technology aspects of assessment pieces but the need for social work teaching staff to consolidate their own ICT skills is likely to fit in with HEIs' wider policies. The principles of criterion referenced marking schema can be applied to tasks set to test ICT skills. The key issue for any programme is to decide whether ICT assessment tasks have to be completed in examination conditions, requiring (reliable and secure) PC labs or whether products of students' work produced in unsupervised conditions will be sufficient. A combination of each would appear to be the most robust and realistic solution.

¹¹ Burgess, H Curriculum planning for the new English social work award (2)
Curriculum Development: the concept of 'constructive alignment' at: <http://www.swap.ac.uk/events/workshop.asp?ref=242§ion=5>

Collaborative development across HEI programmes of online or VLE ready assessment activities would support learning and teaching.

A number of suggested learning and assessment activities can be found in Appendix I.

Providing evidence of ECDL equivalence to employers

Personal Progress Files, sometimes called Personal Development Plans, provide a vehicle for students to build a portfolio of evidence of ICT skills development. They can be paper based or in electronic form. They can include copies of the outputs used to demonstrate students' ICT skills. These can be cross-referenced to an index which identifies the titles of modules and assessments through which each section of the ICT syllabus has been demonstrated.

Underlying support requirements

ICT infrastructure

The notion of an embedded ICT curriculum is based on the assumption that social work programmes are being delivered in HEIs where there is an established culture of ICT use and where the hardware and systems exist to support this. The systems do not need to be highly sophisticated.

The approach also assumes that throughout the programme students will have regular access to a PC. While they may limit their access to the Internet to times when they can use university or other public facilities many will have a PC at home or will want to acquire one. Community recycling schemes have made that a more realistic possibility for more students.

At this point suggestions for assessment tasks deliberately do not include any that require access to ICT systems in practice learning settings because of the variability of their availability. This will need to be reviewed in line with developments within agencies.

Staffing needs

While it is desirable that all staff in a team are part of a culture which promotes ICT use, it is not necessary that everyone teaching on the social work programme has skills to the ECDL level. However, making materials readily available to help students develop their skills will undoubtedly benefit staff.

With an embedded curriculum there are no sections of the programme which require specialist input for a prolonged series of sessions. Where there is specialist IT training staff available they may make a specific and valuable contribution, for example introducing a particular ICT application and supporting students while they develop their skills during group work activities.

Where to get the necessary resources

Web based or print guides to ICT applications and programmes as well as computer based training modules already exist in many HEI learning resource centres, IT services and computer laboratories. The social work programme needs to make them easily accessible but need not duplicate work already available.

Students need a variety of options for developing skills

- Access to planned and crisis support.
- Brief printed 'how to' guides (or online guides) for quick reference when they have forgotten a skill they have already learned.

- Agreed recommended texts/guides for those who want step-by-step printed instructions so that page references can be given.
- Easy ways to find web-based guides, for example through links on social work web pages with which they are already familiar.
- Regular and consistent reinforcement of the value of ICT skills through use of ICT in teaching sessions and programme organisation.
- Skill sharing amongst peers is supported by university facilities where PCs are in communal areas and students are encouraged to work in groups without worrying about keeping the noise down.

For staff

Staff equally need support to provide the types of learning experiences described. In particular they require:

- Reliable access to audio visual and information and communication technology equipment in teaching rooms, including Internet connections.
- Quick and/or just-in-time support for learning new ICT skills in their everyday work (including from peers and institutional IT support staff).
- Short (one hour) workshops to develop specific skills as they are needed.
- Open access learning resources with drop-in support.

ECDL and accessibility

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination which many disabled people face. In May 2001 Parliament passed the Special Educational Needs and Disability Act. This extended the provisions of the DDA to include education, making it unlawful for education and training providers and other related services to discriminate against disabled people. The new duties came into force in September 2002 and are now absorbed into Part 4 of the DDA. The British Computer Society (BCS) that manages the testing of the ECDL qualification in the UK “seeks to provide equal access to assessment for all candidates, ensuring that there are no unnecessary barriers to assessment and that any reasonable adjustments for candidates preserve the validity, reliability and integrity of the qualification”¹².

ECDL/ ECDL Parts 1 and 2 and BCS policy sets out the guidelines for test centres which request reasonable adjustments for disabled candidates. All ECDL test centres within higher and further education institutions have responsibilities with regards to the new DDA Part 4 legislation.

If they were, for example, creating their own training materials, they would be expected to make those appropriate adjustments for disabled candidates.

BCS wishes to be proactive in this area and, for instance, are supporting one of the approved training providers who have proposed to create their training materials in large print format and make them compatible with the JAWS screen reader software.

¹² Information on this section obtained through email dialogue with, and agreement of, Derek Mills, ECDL Business Unit, British Computer Society, December 2004.

There is a consensus that the BCS does not have to comply with part 2 of the Disability Discrimination Act (1995) (DDA) in relation to ECDL because the qualification may not be considered a professional or trade qualification as it is not needed for, or facilitates engagement in, a particular profession or trade. Although there does not appear to be a DDA duty for the BCS to modify test instructions, they have liaised with the Royal National College for the Blind and the manual test papers have been available for the visually impaired since October 2004 in large print braille and audio formats.

One of their centres is also using the audio format with dyslexic candidates. BCS are also working with Dolphin, the manufacturers of the Supernova screen reader software, to ensure that the ECDL manual test work files for Modules such as Word Processing and Presentations can be read by blind candidates. Work is taking place to ensure that a similar level of compatibility is available for blind candidates who take automated tests rather than manual tests. Dolphin hopes to have completed their development work by April 2005. BCS are also working with Deafax who are adapting the ECDL manual test papers so that they can be signed more effectively by BSL communicators for the profoundly deaf. The deadline for this project is also April 2005.

APL/APEL/LOFT

Accrediting Previous Learning (APL), Accreditation of Prior Experiential Learning (APEL) and more recently the QAA concept of LOFT (Learning Outside Formal Education) are all important in relation to ICT skills as many students will enter their programmes possessing certificated IT skills through Key Skills or GCSE examinations and will thus possess highly developed generic ICT skills. With an ICT curriculum embedded into the social work programme students will be assessed on their conceptual understanding of the application of these skills in social work. It is unlikely that their ICT skills will have been previously assessed in this way and therefore they will not be able to benefit from APL systems.

Appendix I Suggested learning and assessment tools

Learning outcome	Understand the application of ICT in the organisation of social care services
ECDL curriculum area	Module 1 - Computer basics
Task	Students audit use of ICT in practice learning settings. They share this information with peers and draw on it in an assignment discussing management and organisation of agencies that commission and deliver social care/social work services within the public, private and voluntary sector
Place on the programme	Level one, alongside early practice learning experiences intended to familiarise students with social work/social care organisations
Support for ICT skills learning	<i>Comment:</i> This section is knowledge rather than skills based so no specialist ICT support is required

Learning outcome	Understand the health and safety implication of use of ICT
ECDL curriculum area	Module 1 - Computer basics
Task	Complete an electronic questionnaire
Place on the programme	Level 1 - Very early, linked to module preparing students for first practice experience
Support for ICT skills learning	Classroom demonstration of: Web based guide Printed guide and course texts/handouts Individual support from learning resource centre

Learning outcome	Use the common functions of a PC and its operating system
ECDL curriculum area	Module 2 : Using the computer and managing files
Task	Complete various assessments which are provided electronically
Place on the programme	Levels 1, 2 and 3. This can start at the beginning of the programme and continue throughout

Learning outcome	Use a word processing application to produce documents to meet assignment presentation requirements
ECDL curriculum area	Module 3 - Word Processing
Task	Produce front sheet of assignment to specification (e.g. student number in header, page number in footer, title centred on page, word count included). This is submitted with assignment. If it does not meet specification the front sheet can be resubmitted. Can be a separate requirement to pass with nil weighting or have a small percentage weighting. Anxious students will certainly get help from others to do this, but they are likely to learn in the process.
Place on the programme	Level one
Support for ICT skills learning	Classroom demonstration of: Web based guide to using Microsoft Word Printed guide/handouts Individual support from Student Union workshops

Learning outcome	Make use of outline facility of a word processing package
ECDL curriculum area	Module 3 - Word Processing
Task	Use outline for draft proposal for project
Place on the programme	Level three
Support for ICT skills learning	Classroom demonstration Web based guide Printed guide/handouts Individual support from learning resource centre advisers

Learning outcome	Understand spreadsheets and use to perform simple calculations and create basic graphs and charts
ECDL curriculum area	Module 4 - Spreadsheets
Task	Working in a small group prepare quantitative data for presentation using a spreadsheet to perform simple calculations and provide summary information in the form of charts or graphs. <i>Comment:</i> The group activity could involve collecting 'safe' data e.g. from their peers or using data provided to them. A similar task could be set for individuals to complete. This might be more rigorous in ensuring everyone contributed to the end product but it would take away the peer support of skills development and make provision of staff support prohibitively time intensive
Place on the programme	Probably at level 2, sensibly placed within a research methods module or with other teaching which is looking at how to interpret quantitative data
Support for ICT skills learning	PC lab based introduction to using spreadsheets Time in PC lab carrying out group activity Web based guide to using spreadsheets Printed guide/handouts Staff support to groups during the activity

Learning outcome	Understand databases and use to obtain specified information
ECDL curriculum area	Module 5 - Database
Task	Simulation of using a resource database to locate resources for adult care users. Students are provided with a database and additional information to add to it. Also provided with assessments of need for service users. Working in small groups students add data to the database and then use the information provided to make recommendation for appropriate resources to meet the needs of the given service users and comment on any service shortfalls. <i>Comment:</i> As with the spreadsheet activity the task could be set for individuals to complete. This might be more rigorous in ensuring everyone contributed to the end product but it would take away the peer support of skills development and make provision of staff support prohibitively time intensive.
Place on the programme	Probably at level 2, linked to teaching about the management of adult care services
Support for ICT skills learning	PC lab based introduction to using databases Time in PC lab carrying out group activity Web based guide to using databases Printed guide/handouts Module staff support to during group work activity A simulation of a resource database could be a national development made accessible to all programmes

Learning outcome	Make use of presentation software
ECDL curriculum area	ECDL Module 6 - Presentation
Task	Group presentation using presentation software. Each student is required to prepare one of the slides <i>Comment:</i> Students can appropriately peer assess such a presentation. They are given the criteria for assessment at the beginning of the group work process. The fact that they will be using it to assess the work of other groups helps to focus them on evaluating how they are meeting the criteria themselves.
Place on the programme	By the second semester of year one students are usually familiar with being on the receiving end of presentation software. Can be linked to any topic where using presentation software is appropriate.
Support for ICT skills learning	Classroom/PC lab demonstration/workshop Web based guide on using presentation software Printed guide/handouts Module staff support to during group work activity

Learning outcome	Use the internet to access given World Wide Web resources relevant to social work
ECDL curriculum area	Module 7 Section I - Information
Task	Assignment requires (specified) number of web sources to be used in the assignment and included in the bibliography. Correct referencing of websites should be part of assessment criteria.
Place on the programme	Level one, probably in semester one
Support for ICT skills learning	Classroom demonstration by learning resource centre staff Web based guide Online tutorial 'The Internet Social Worker' Printed guide/handouts Individual support from learning resource centre staff

Learning outcome	Use effective Internet search strategies to locate information relevant to a particular social work issue.
ECDL curriculum area	Module 7 Section I - Information
Task	Include a print out of the results of a search with draft project proposal
Place on the programme	Beginning of level three
Support for ICT skills learning	PC lab based workshop on using search engines by learning resource centre staff Web based guide Printed guide/handouts Individual support from learning resource centre

Learning outcome	Send and receive e-mail with attachments
ECDL curriculum area	Module 7 Section 2 Communication
Task	Students submit a short assignment to the module leader as an e-mail attachment. The module leader acknowledgement receipt (and provides instructions for those who have not succeeded in attaching the necessary work). When students have an e-mail reply indicating that they were successful in sending the attachment they print off a copy of the reply. This hard copy is attached to the final module assessment. Students cannot pass the module without including this item.
Place on the programme	Level 1. Very early, linked to module covering communication and preparing students for first practice experience
Support for ICT skills learning	Classroom demonstration Modelling through use of e-mail for programme organisation Web based guide to using e-mail Printed guide/handouts Individual support from learning resource centre

Learning outcome	Use e-mail effectively to exchange and develop information or ideas
ECDL curriculum area	Module 7 Section 2 Communication
Task	Students doing an assessed group task are allocated to a closed e-mail forum in a VLE. Each is required to post a contribution to the task and to post an evaluation of someone else's contribution. Students print out record of discussion and enclose with their report on their project work. This is made more relevant if the project report requires an evaluation of the process of the group work.
Place on the programme	Level 2/3. Later on the programme linked to any appropriate group project
Support for ICT skills learning	Classroom demonstration Web based guide to using VLE Printed guide/handouts Individual support from learning resource centre

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