



# swapnews

## Social Policy and Social Work

Learning and Teaching Support Network

Issue 1 Winter 2000

### contents

Bradford workshop success / History network / John Hutton MP speaks out	2
Sociologists in placements	3
Welcome to SWAPweb / Data Protection Act	4
Introducing coMentor reality of Virtual Learning Environments	5
Social Policy Benchmarking - an insider's view	6
Modernising Social Work	7
SWAPping ideas / Diary dates	8

Welcome to the Social Policy and Social Work (SWAP) national subject centre's first newsletter for social policy and social work academics

# SWAP centre takes off



**Our arrival is timely given the ascendance of the learning and teaching agenda within higher education. This is happening not only through the drivers of QAA and Benchmarking but also as social work and social policy reinvent and reshape themselves.**

Social policy is not only looking at the impact of benchmarking but also welcoming the advent of the AS/A level that hopefully will impact positively on recruitment into Higher Education. Social work, meanwhile, is going through interesting times as a result of the review of the Diploma of Social Work, and the possible implications of the Department of Health's consultation

paper 'A Quality Strategy for Social Care'.

Enter the 24 discipline-based Learning and Teaching Support Network Subject Centres. We are pleased to announce that we are the one for social policy and social work. Our role is to engage with academics in order to encourage and facilitate collaboration and exchange good practice, either on an individual level (e.g. advice on writing learning outcomes for a module, pointing students to web-based learning resources, providing a gateway to the latest policies and legislation), or on a departmental or school level (e.g. looking at the role of e-learning in learning and teaching strategies, assessment

methodologies, the impact of benchmarking, how to manage so-called 'martini' learning - anytime, anywhere, anyplace).

Regionally and nationally we see ourselves bringing people together to explore common interest areas in seminars or workshops. These may be discipline specific or may bring social policy and social work together to examine common issues. We are also building relationships with our cognate centres (e.g. Health Science and Practice, and Sociology, Anthropology and Politics) to look at joint activity in multidisciplinary areas.

# Bradford workshop is success for SWAP

SWAP's first departmental workshop was held at the University of Bradford in September.

SWAP Learning and Teaching advisors Hilary Burgess and Pat Young led the workshop on 'Teaching in Large Groups across Diverse Courses'. A major reorganisation at Bradford has created the Department of Applied Social Sciences from the former Departments of Applied Social Studies and Social and Economic Studies. Students studying Social Work, Gender Studies, Social Policy, Social and Welfare Studies and Sociology and Social Psychology will share a common first year within the new BA in Applied Social Sciences.

Having made good progress in the creation of a common culture and in the planning of the new programme, the Department asked for SWAP's assistance to consider the educational challenges.

The programme, negotiated with Bradford staff, included:

- exploring the problems and opportunities presented by the new structure
- identifying existing strengths in the staff team
- looking at key concepts and principles for curriculum planning

- using a module planning sheet - for short, medium and long term action
- discussing strategies for teaching large groups, with a focus on enabling active learning
- considering the merits and drawbacks of current assessment methods
- generating ideas for new forms of assessment
- exploring the potential of information technology

Issues to be explored further included the composition of seminar groups, the development of discipline-specific identities, attendance, assessment and learning resources. A series of informal seminars, linked to QA, was also proposed, to encourage the exchange of good practice on learning and teaching.

The Bradford staff welcomed the opportunity to have a structured, facilitated discussion of these issues, and to consider some concrete ideas and strategies.

The Bradford experience is shared in many other institutions where interdisciplinary programmes are being developed. The materials used for the workshop will be made available on the SWAP web-site.

Please Contact SWAP if you have ideas for future departmental or regional workshops.



## Social Work Network makes history

The inaugural meeting of the Social Work History Network took place in October. The Network plans to operate as a means of putting people in touch with other work taking place in the history of social work.

Rachel Pierce (former Assistant Director of the Central Council for Education and Training in Social Work) opened the meeting with her paper: 'What does history tell us about who should control social work education?' Christine Woodland, archivist at Warwick University's Modern Records Centre, led the afternoon session. The Warwick Centre ([www.warwick.ac.uk/services/library/mrc/mrc.html](http://www.warwick.ac.uk/services/library/mrc/mrc.html)) houses the British Association of Social Workers' records, amongst other items of interest to those in social work education. For information about the Network, please contact network co-founder David Jones, email [jonesdavidn@aol.com](mailto:jonesdavidn@aol.com)

## MP speaks out on future of Social Work and Social Care

The Minister of State for Health, John Hutton MP, gave the University of Southampton's 20th Annual Lecture, on the 'Ethos of Excellence, not Excuses'.

Mr Hutton also unveiled the Student Bursary Scheme, which is to commence in 2001, and allows Local Education Authorities to support students wishing to undertake professional qualifications.

He explained that the government must look critically at the role of social services, independent providers and other key players, and argued that central government must provide the policy and

legal framework in which the service will operate, in partnership with other agencies.

He also stated that improving quality in social care is not just down to increasing resources, but is also about good practice. Improved performance should be rewarded.

Mr Hutton suggested that a change of culture to overcome the current paternalism would ensure that skills and knowledge become the 'commanding heights of the new economy'.

Social care services should act as a liberating force and not as something that traps people into dependency. The services

need to be flexible, and the tools required for this are new partnership proposals, flexible budgets and an integrated approach.

Local authorities have a role to play in the development of strategic improvement plans. Mr Hutton suggested that social care services be integrated into a single network, which would alleviate differences between local authority areas.

Although consultation following the JM Consulting paper has not yet been finalised, it would appear that the government is supportive of a three-year undergraduate degree programme.

# Sociologists in placements

SIP is a HEFCE-funded project for the development of teaching and learning, with the aim of improving the work placement experience for Sociologists. It is reaching the end of its three-year funding and is in the process of applying for transferability funding from HEFCE. Chris Cann (University of Northumbria) reports.

## **‘Placements allow the sociological imagination to come alive’**

This comment, taken from a workshop session on assessing placements at a SIP dissemination event, takes us to the heart of the issue about sociologists and placements. It can be seen that there is a wealth of evidence to support the argument that work experience is beneficial for students in higher education. A work placement can support developments within learning and teaching strategies within a department, and it can satisfy QAA requirements that the university, faculty and department are providing the appropriate infrastructure to support work-based learning.

For students, it encourages independent learning and provides an opportunity to identify, practise and develop transferable skills, enabling them to present a more considered profile to potential employers.

However, this is all very much of a generic nature and the question to be asked is how it fits in with – and enhances – the sociological understanding of a Sociology or Social Policy student. Whilst recognising that any work experience is beneficial if the student is encouraged to reflect on the process, it has to be argued that students need to build on their sociological understanding alongside the development of other skills.



There are many examples of Sociology and Social Policy placement modules that address the central relationship between theory and practice and satisfy the HEFC evaluation (1996) to consider ways in which the vocational relevance of sociology might be made more explicit.

In its usual meaning the term placement implies working on tasks and activities set by an employing organisation.

This means students are locked into a setting in which their experiences and observations are formed mostly as part of a particular organisation's working agenda. A placement in Sociology still demands autonomy, experience of work practices, efficiency and effort, but at the same time it relates primarily to the wider conceptual issues of the discipline rather than to the immediate evaluation and effectiveness of the workplace.

The Sociology student can approach placements with an added advantage: they will be able to provide a sociological framework for evaluating their placement. This means that any placement experience can be used by the student to analyse and evaluate the relationship between theory and practice. The placement experience itself may not be classed as a 'good' placement but it still provides the opportunity for the student to appraise their own subject and their own sociological position.

The SIP Project can cite a number of examples where Sociology students have made excellent sociological use of what, in other disciplines, would be classed as a 'bad' placement. The student is given the opportunity to reflect upon their Sociology programme but can also explore sociological issues such as gender, racism, bureaucracy, kinship, and community. This argument is further substantiated by the fact that placements allow students 'to be able to perceive 'society' as it occurs within us' (Ribbens, 1998).

## Transferability of the SIP project

The bid for transferability funding draws on the wealth of good practice accumulated during the SIP project. If the bid is successful, The SIP Project will develop a series of staff development workshops aimed at the following audiences:

Sociology and Social Policy departments still not offering work experience opportunities to their undergraduates

The wider audience provided by the subject centre grouping of Sociology, Anthropology and Politics and the subject centre grouping of Social Policy and Social Work

**The good practice will be divided into operational and strategic issues and will include:**

- Presenting a range of different work experience models
- Suggesting alternatives to placements
- Exploring the internal mechanisms for developing work experience within a department, faculty and institution

These workshops will be supported by the existing SIP web page and the Placement Practice Resource Pack. These will be maintained and updated in order to support this staff development work and handed over to Sociology and Social Policy subject centres when the SIP project is completed.

This experiential approach is further proof that placements develop the student's sociological understanding. Another factor to be taken into account is the large number of mature students in higher education bringing with them a wealth of life experiences. For these students, the work placement can allow the autobiographic approach to Sociology to take place.

Placements, therefore, provide the student with an opportunity not only to develop their employability skills but to provide a broader sociological landscape within which to develop and test their analytical skills. Placements allow the student to be 'producers of sociological knowledge and not simply passive consumers' (McCullagh, Johnston and Newman, 1997).

# Welcome to SWAPweb

The new SWAP website is now fully up and running, following its successful launch.

[www.swap.ac.uk](http://www.swap.ac.uk)

## What's on it?

## Who is it for?

Anyone who teaches any aspect of social policy or social work in a higher education institution, including staff in other departments who routinely teach on a social work or social policy course. The SWAP site keeps you up to date with latest news and developments, provides network forums and is a gateway for further information on social work and policy issues.

### SWAP centre

Up-to-the-minute news on activities, conferences and other events along with information on SWAP aims and staff, and on other LTSN centres. Register with us at the Network zone to receive our newsletter, join discussion lists and our planned information exchange, or complete our on-line survey.

### Learning and Teaching

Information on key issues that affect teachers, including learning theories and methods, open and distance learning, assessment and curriculum design. These pages explore issues and provide links to relevant information on other websites. See the Learning and Technology zone to examine the use of technologies such as virtual learning environments and video-conferencing, and to read up on issues about different student needs.

### Quality

The Quality section mixes information with links to other resources, focussing on meeting the 'quality agenda'. The Benchmarking page includes full details of the national standards for social policy and social work.

### Resource centre

The whole site is underpinned by a massive resource centre that classifies information on over 300 websites and other relevant materials. There are sub-sections within each for Social Policy, Social Work and Learning and Teaching. The Resource centre is database driven and updated regularly.



## Data Protection Act (1998)

There are two main differences between the new Data Protection Act (1998) and the previous one of 1984; it extends control to data held in paper files, as well as those held on computer, and is based on an 'opt-in' policy rather than an 'opt-out' one.

The inferences for the Subject Centres are far-reaching, particularly the implications of the Eighth Principle, which states that data must not be sent to countries that don't have data protection legislation.

This affects our web sites, as they can be accessed by people in countries such as the US or Australia, who do not have data protection legislation. To get around this, we need to ensure that we have 'explicit consent' (written consent) to hold personal data on a site.

For further information, see [www.dataprotection.gov.uk/dprhome.htm](http://www.dataprotection.gov.uk/dprhome.htm)

# Learning online the coMentor way

**Stuart Hepplestone (University of Huddersfield) reports on the success of coMentor, the latest in online virtual learning environment software that enables students to work together on the Web.**

coMentor is a multi-user virtual learning environment accessed through the Web. Developed at the University of Huddersfield, the system is now freely available to UK HEIs, and downloadable along with user guides, from Huddersfield's Web site.

The package provides a shared learning environment on the Web, in which students can discuss and send messages whilst working together on projects, essays or presentations. Other tools allow students to contribute to discussion lists, organise their work using concept-maps, annotation and argument-structuring facilities, and engage in role-playing. At the heart of coMentor is the idea that, over time, the system will grow into a repository of resources that past students have found useful or developed themselves, for example, reviews of books or articles, queries to teachers, essays, notes, or examination answers.

coMentor has been developed from student suggestions and in response to their needs, and was designed specifically to encourage discussion, debate and collaborative work. Crucially, anyone with a Java-enabled Web browser can use the system, without needing to download software or plug-ins, enabling learners and tutors working from

home or from different universities and colleges to use and contribute to it. Students can work with others rather than alone; increased student mentoring results in less remedial support from staff. These are important issues in the trend towards increasing student numbers, part-time study and distance learning.

coMentor has proved popular with our students. It was evaluated in 1997-98 with 106 second-year social science undergraduates, and was found to have greatly improved their learning and motivation. There was evidence of conscious learning between students, and more focussed and prepared writing. The students learned from having to write down their ideas and share them with others, and adopted learning styles that were beneficial to learning a theoretical subject matter, with evidence of high levels of deep and strategic learning. The evaluation illustrated that 94 per cent of the students who used coMentor recommended that the system be used with the following year's students, and 67 per cent said that, with hindsight, they would have used the system more than they did.

We are actively seeking new users of the coMentor software. While the use of

coMentor in the social sciences at the University of Huddersfield is expanding, and now includes teaching support of subject areas including philosophy, sociology and cultural studies, several other universities are piloting its use in their social science modules. Our dissemination activities have included a series of UK-wide workshops, and the use of the coMentor server at Huddersfield for academic staff at UK HEIs to evaluate the use of the system in their teaching.

If you would like to have a look around coMentor, take your Java-enabled Web browser to <http://comentor.hud.ac.uk:7000/>

Type Guest as your user name and leave the password blank.

For further information, contact Stuart Hepplestone, Department of Behavioural Sciences, University of Huddersfield, Queensgate, Huddersfield HD1 3DH, tel: 01484 473302, email: [comentor@hud.ac.uk](mailto:comentor@hud.ac.uk), website [www.comentor.hud.ac.uk](http://www.comentor.hud.ac.uk)

CoMentor's development at the University of Huddersfield was funded by the JISC Technology Application Programme, JTAP.

## The reality of Virtual Learning Environments

Are you familiar with WebCT, CoMentor, Blackboard and Virtual Campus, or is the use of Virtual Learning Environments (VLEs) passing you by? SWAPItsn Learning and Teaching Adviser Sue Orton investigates.

Getting courses on-line is on the agenda of all universities, and there seems to be a scramble to choose the perfect software product that will deliver information and educational content to the student. There is therefore increasing pressure for departments and faculties to use these environments to deliver and support student learning, and Social Work and Social Policy departments are no different. The Dearing Report has led the drive for this introduction:

'we believe that the innovative application of C&IT holds out much promise for improving the quality, flexibility and effectiveness of higher education. The potential benefits will extend to, and affect the practice of, learning and teaching and research.' (Dearing report, 1997, 13.1).

SWAPItsn surveyed Heads of Social Work and Social Policy departments over the summer and asked them to identify issues of concern and areas of expertise available to the network. The use of appropriate Information & Computer Technology (VLEs) for learning and teaching was high on the list of concerns for both subject areas but it was encouraging to learn that there were also several departments offering knowledge and expertise of VLEs to share in the network. SWAPItsn needs to facilitate this exchange.

We also need to understand the issues that assist individual members of staff to use VLEs and to disseminate models of good practice. We have joined forces with Health Sciences Itsn and are planning three workshops on the use of VLEs for the spring. The event will focus on the

appropriate use of these technologies and facilitate action planning. Details will be available on our website as soon as the venues have been finalised.

My initial research suggests that one good model of support is in the shape of a 'Faculty VLE Mentor' who combines technical expertise with subject understanding, and has the ability to work with every level of expertise in IT at times that are convenient for staff.

So what is happening in your departments when it comes to the introduction of VLEs? What environments are you using and what is helping you use them? I am very interested in building case studies for dissemination across the network and would be pleased to hear from you: please email [s.orton@swap.ac.uk](mailto:s.orton@swap.ac.uk)

# Social Policy Benchmarking – an insider's view

**David Gladstone (University of Bristol), takes a look at the highs (and lows) of the Quality Assurance Agency's newly published subject benchmarking statements for Social Policy and Social Work. And he should know – he helped to write them.**

'Quality assurance rules OK', and a formative stage in the new QAA arrangements has been the development of subject benchmarking statements by specialist panels. The QAA subject benchmarking statements for Social Policy and Social Work were published in April 2000.

The QAA defines the objectives of benchmarking statements as being a source of reference when new programmes are being developed; a way of providing guidance about the learning outcomes of a particular programme; and support for the work of internal quality assurance.

Initially established as a joint committee, the subject representatives took the view that separate working and separate statements would be more appropriate. This decision reflected the 'different aims, structure and content of undergraduate provision in the two subjects'.

As a member of the Social Policy group, my comments relate principally to that group. Its membership was drawn from pre- and post- 1992 Universities, encompassed representatives from England, Scotland and Northern Ireland (two members of the Social Work panel were from Wales) and comprised those who had been members of the Social Policy Association's initial 'shadow' benchmarking group and others appointed to the committee.

## Methods

At the first meeting small groups were allocated specific themes from the QAA remit and asked to produce an initial draft. These drafts were shared via e-mail, and discussed and amended at subsequent meetings. The final results were shared with representatives of the Social Policy Association, and with a range of higher education institutions through a more formal process of consultation organised by the QAA. A small editorial group considered the responses we received and redrafted the statement as appropriate, prior to it being endorsed by all members of the Benchmarking Group.

## The report

The benchmarking statements provided by the Social Policy and Social Work committees focus on the following themes:

- the nature and content of the subject
- subject knowledge and understanding
- subject-specific abilities and more transferable skills
- teaching, learning and assessment
- students relating to threshold and typical single honours students (and to exemplary students in the Social Work report)

Each of these issues was contentious and led to some lively discussion, not least concerning the nature and content of the subject! But for me, two aspects of the report were of special importance.

Trying to disentangle the 'personal, general and more subject-specific skills that are the products of the subject's distinctive nature and principles' (paragraph 4) proved difficult. These abilities were identified as problem-solving skills, data collection and research skills, evaluative and analytical skills and a sensitivity to the values and interests of others. Subsequent sections of that paragraph then related these elements to subject-specific and more transferable skills.

But how can this variety of skills be developed in teaching programmes and assessed? That was the theme taken up in Paragraph 5, relating to teaching, learning and assessment. In doing so we emphasized the importance of progression throughout a student's formal learning experience, and the creation of the conditions for self-managed, lifelong learning thereafter.

## Issues

However, there are three main issues which we still need to consider:

### (i) Curriculum

The knowledge base of the subject proved an interesting challenge to members of the Benchmarking Group; and despite our attempts to avoid being prescriptive, some critics nevertheless saw in our discussion of knowledge and understanding the outline of a national curriculum.

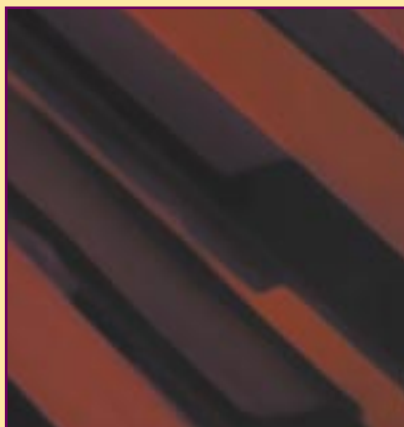
### (ii) Boundaries

The Report is primarily concerned with expectations and outcomes for Single Honours students. The issue remains as to how it will be used both for joint degree programmes and in joint departments.

### (iii) Assessment

The discussion in the report of more general transferable skills alongside the subject specific skills raises the issue of how the former can be meaningfully evaluated and assessed during the period of an undergraduate student's career. It also suggests the prospect of some change in conventional assessment procedures.

The statements are available in full to read at [www.swap.ac.uk](http://www.swap.ac.uk). Register online now to have your say!



# Modernising Social Work

*'Our primary purpose in SWAP is to develop the quality of learning and teaching in social work and social policy. In social work our ultimate objective is to enhance the quality of social work practice', writes Imogen Taylor, Co-Director of SWAP at the University of Bristol.*

*'Although there are many good services, there are too many examples of problems and failures in social services. As a result there is very low confidence in social services' – Department of Health, Modernising Social Services 1998.*

Adopting current DoH discourse, SWAP's aim might be framed as 'modernising' social work education.

I highlight here six themes from the DoH modernising agenda which apply to social work education.

## **Defining the discipline and the profession**

We have a long history of being unclear about what constitutes our social work discipline and profession. As Nigel Parton cogently argued at the Social Work Conference in York (July 2000), it is our disciplinary focus which confirms our position in Higher Education and is crucial to our survival there. The discipline is social work and the broad domain is social care. The Benchmarking Opening statement (2000) provides a working definition; as an applied academic subject, social work is characterised by a distinctive focus on practice in complex social situations to promote individual and collective well being.

## **The centrality of research and scholarship**

The modernising agenda must be based on research (original enquiry) and 'scholarship' (systematic analysis). The ESRC-funded Theorising Social Work Research Seminar series (which culminated in the 'Why Theorise Social Work Research?' conference in Manchester, December 2000), aims to define what is distinctive about social work research and clarify the contribution it makes to policy and practice.

## **Dissemination of knowledge**

Successful dissemination requires a range of strategies for different audiences. There is worrying evidence from the Centre for Evidence-Based Social Services that practitioners do not use research and ways must be found to close this loop.

## **Knowledge and learning**

Subject Centres aim to develop expertise in learning and teaching. The following key factors in knowledge and learning must be clarified and developed:

- the knowledge base for different levels of qualification
- the balance of generic and specialist knowledge at each level
- the place of shared learning and interprofessional initiatives
- the role of e-learning
- the links between teaching and research
- our understanding of how learners acquire knowledge

## **Partnerships and joint working**

We need to develop partnership in four different (but related) arenas:

- JM Consulting recommend partnership between programmes to deliver broad based courses. To be successful these will have to address the needs of students and staff and acknowledge issues such as travel time and costs.
- the development of strategic alliances with cognate disciplines, particularly those such as Education and Health Sciences which we are increasingly partnering.

- partnerships with users and carers where developments such as regional structures may put the partnership work we have been building in social work at risk.
- improvement of delivery and efficiency: JM Consulting recommend rationalising the delivery of social work education by establishing regional structures for partnership between HEIs and employers. How will regional commissioning and delivery ensure parity of access, for example to voluntary and statutory agencies? How will regionalisation integrate local interests, particularly given the diversity of large regions? How will the national agenda be integrated?

Finally, any attempt at modernisation will be set to fail if the wider context is not addressed. What kinds of professionals will be needed in the future, given the implications of integration of services now beginning to occur? How will workforce needs be addressed given the fall in recruitment to DipSW courses? The impact of financial incentives is clear, as we now see significant increases in recruitment to our fellow professions of Nursing and Teaching increase significantly. Finally, whose agenda are we working from? Do academics have a voice at least equal to that of employers and government? Will plans for the Social Work Education and Research Assembly enable us to present a united voice and have our say in the future of social work education?



Progress Files for Higher Education  
[www.qaa.ac.uk/crntwork/progfileHE/contents.htm](http://www.qaa.ac.uk/crntwork/progfileHE/contents.htm)

Centre for Research in Social Policy  
[info.lut.ac.uk/departments/ss/centres/crsp/index.html](http://info.lut.ac.uk/departments/ss/centres/crsp/index.html)

Social Care Group Information  
[www.doh.gov.uk/scg/socialc.htm](http://www.doh.gov.uk/scg/socialc.htm)

SSP 2000  
[www.soc.surrey.ac.uk/ssp2000/](http://www.soc.surrey.ac.uk/ssp2000/)

Journal Of Social Work  
[www.sagepub.co.uk/frame.html?http://www.sagepub.co.uk/journals/details/j0322.html](http://www.sagepub.co.uk/frame.html?http://www.sagepub.co.uk/journals/details/j0322.html)

## SWAPping ideas: Letting undergraduates flash your cash

**SWAPItsn Learning and Teaching Advisor Pat Young (University of the West of England) has put her penny jar to good use to teach students about wealth distribution and meeting needs . . .**

For reasons too complicated to explain, I have a jar full of pennies, which I use to stimulate undergraduate Social Policy students to think about the needs and distribution of resources in society. Real money makes it fun but you could do the seminar with Monopoly money or with imaginary currency.

The students work in groups of around six. A hand-out (available on the SWAP website at [www.swap.ac.uk](http://www.swap.ac.uk)) gives the costs of living in an invented society both at minimum levels of existence (5p per person) and levels which allow participation in the good life (20p). Health provision is costed at different levels of need and an amount is included for other socially provided services, such as the environment and defence.

Students are told the situation and needs of their particular household and allocated a certain amount of money in an envelope. Some have nothing and some have much more than they need. As a group, they have 30 minutes to explore ways of meeting the needs of all the members of their society.



The follow-up discussion can explore the options and assumptions made by the students, of the implications of various forms of distributions and the differences and similarities between this society and real life . . . but don't forget to collect your money back at the end!

If you would like to suggest ways to improve or build on this exercise or offer ideas for SWAPping, please contact Pat, email [p.young@swap.ac.uk](mailto:p.young@swap.ac.uk)

## HUSITA 6 Conference – call for papers

The Human Services Information Technology Applications sixth annual conference (HUSITA 6) is to be held at Charlestown, South Carolina, from 12 - 16 September 2001.

The theme is 'Technology and Human Services in a Multi-Cultural Society' and it is being organised in conjunction with the fifth Annual Technology Conference for Social Work Education and Practice.

HUSITA are calling for informational presentations, workshops, demos and poster sessions. For further information see [www2.uta.edu/cusss/husita/husita6.htm](http://www2.uta.edu/cusss/husita/husita6.htm)

HUSITA promotes international knowledge development, and the dissemination and transfer of, technology within human services.

## Call for Reviewers!

The LTSN Centre for Social Policy and Social Work is seeking reviewers for software, books, and other teaching resources.

The reviews will be disseminated via our web site to social policy and social work academics.

We'd be very pleased to receive article contributions from you on anything from assessment to virtual learning environments.

We're also interested to hear about your favourite web sites, so please contact us, email [swap@swap.ac.uk](mailto:swap@swap.ac.uk).

## Social Policy Association And SWAP SOCIAL POLICY BENCHMARKING

*One Day Workshop*

*London Guildhall University*

*25 January 2001*

*Presenters: Pete Alcock, Helen Lund and Mike Laugharne.*

*£25 fee for SPA Members*

*£40 fee for non-SPA Members*

*For further information, contact Katie Akerman*

*email [k.akerman@swap.ac.uk](mailto:k.akerman@swap.ac.uk)*

## Diary

Please see [www.swap.ac.uk](http://www.swap.ac.uk) for an up-to-date calendar of events.

### To contact SWAPItsn at the University of Southampton:

Katie Akerman Academic co-ordinator

SWAPItsn Faculty of Social Sciences

University of Southampton Southampton SO17 1BJ

Tel +23 8059 7800

Fax +23 8059 2779

Email [swap@swap.ac.uk](mailto:swap@swap.ac.uk)