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Edited by
Melanie Ashford,
Learning and Teaching Adviser

Welcome to the summer 2002 edition of the newsletter

Editorial

As SWAPltsn approaches its second birthday it feels from the inside of the SWAPltsn team that we have reached the hyperactive twos. Our first year of making contacts and establishing our role have firmed up into what is hopefully visible to you as a range of activities that provide real support to you in your role of ensuring the student learning experience is as positive as possible.

It is clear that the pace of change for social policy and social work educators has not slowed down. The reform of the social work degree and the drop in student numbers in both disciplines has created difficulties and opportunities. To respond to these and to the feedback we have had from you as subject communities we have prioritised the following areas for work in the coming year:

1. Disability
2. E-learning
3. Assessment
4. Recruitment
5. Curriculum design and development.

Some of these topics are more evident than others. I would like to highlight the first in that the Special Educational Needs and Disability Act (2001) specifically targets the 'less favourable' treatment of students with disabilities and/or learning difficulties compared to that experienced by their non-disabled peers. Institutions are required to make 'reasonable adjustments' to all of their services including learning, teaching assessment and many other dimensions of

their courses and curricula. A very useful and 'accessible' booklet has just been published jointly by UWIC, LTSN Generic Centre and TechDis 'Accessible Curricula', Good Practice for All which provides a 'quick reference manual to producing and delivering 'barrier-free' course materials'. The booklet is available free on our website. The work we might get involved in is working with you during the next year to look at how this impacts particularly on social policy and social work courses.

We would welcome your feedback on the list of priorities, or where you have found us helpful and supportive, or where we have not performed as you would have hoped.

It is also very clear that SWAPltsn's activities need to map to the Higher Education Funding Councils' priority policy themes of: widening participation, fair access, retention, employability and disseminating good/innovative practices. Additionally the Welsh Funding Council identifies bilingualism and rural communities as two priority areas whilst Scotland is concerned with the knowledge economy.

The SWAPltsn team will be out in force at the SPA and JSWEC conferences, we haven't reached the stage of wearing logo laden t-shirts, but please if you haven't met us yet do come and say hello.

Jackie Rafferty,
Director

Contact us:

SWAPltsn

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SWAPItsn update

Staffing

Melanie Ashford, who joined us as a Learning and Teaching Adviser, has taken on a specialist role for knowledge information from 1st May. Sue Orton was acting Director and Coordinator during Jackie Rafferty's illness and is resuming work as a Learning and Teaching Adviser from 1st August, but based at University of Sussex. Veronica Gordon is working as a temporary Information Officer. A vacancy for a Centre Manager is being advertised.

Funding bids

SWAPItsn has bid for additional LTSN funding for three projects and is working with the Department of Health for a fourth proposal:

Learning and teaching about mental health in HE

This is a collaborative project between four LTSN centres: Health Sciences and Practice; Psychology; Social Work and Social Policy; and Medicine, Dentistry & Veterinary Medicine. Details of the project are on page 4 of this newsletter.

Developing inter and multi-discipline coverage

The project, in collaboration with LTSN Health Sciences and Practice, Medicine, Dentistry & Veterinary Medicine and SWAPItsn aims to support the development of interprofessional education across health and social care.

Mini project fund

This fund will provide resources to enable colleagues within our subject communities to 'buy' the time and energy to investigate and share developments in learning and teaching and to assist in further raising the profile of learning and teaching within departments. Bids will be encouraged on issues which address:

- Enquiry based learning
- Resource based learning
- Embedding e-learning
- Embedding skills learning
- What works or does not work with students
- Open and distance learning

E-learning

SWAPItsn is working with the Department of Health and other stakeholders towards a major initiative to develop capacity for e-learning as part of the reform of social work education and training agenda. Indications are that it will go ahead with SWAPItsn acting in a brokerage role to develop partnerships with others in HE institutions, in social work practice and the commercial sector to commission development work. Further information is available through our website.

Stop press: 27 May 2002 the first two of these bids have been successful.

Regional workshops

SWAPItsn has organised a number of regional workshops and those that have taken place have proved successful with some very positive feedback from participants. However in view of the resource demands in relation to the numbers attending, we are reviewing the policy with a view to incorporating departmental workshops as a more resource effective way of working with academics. Departmental workshops have the advantage of facilitating change at a departmental level rather than amongst individuals. We will be announcing our plans for a range of focused themed workshops on the website in the near future and will invite departments interested in having a workshop to contact us.

SOSIG partnership

SWAPItsn is now the contracted provider of resource information in the areas of social work and social policy for the Social Sciences Information Gateway (SOSIG), which is the social sciences hub of the Resource Discovery Network. The RDN recently celebrated reaching 50,000 resources and some 18,000 of these relate to social sciences.

Website developments



Case studies

We have started to add case studies to the website with an initial six on the subject of inter-professional practice (IPE). Case studies are a convenient way of illustrating how particular individuals or projects have undertaken innovative work or tackled challenges. If you have undertaken work or know of work that would make a useful case study then get in touch with us. The case studies will be spread throughout the site and are also all included in an index at <http://www.swap.ac.uk/Links/Casestudies.asp>

Commissioning process

We have now established a process to enable us to commission academics to write substantive articles on learning and teaching issues in social policy and social work for inclusion on the website. If you wish to write for us or can recommend others on particular themes then please contact us with your ideas.

Network exchange

Development work is underway but has been delayed by other priority tasks. The network exchange should be ready for launch during the summer and will act as a way of linking academics with shared interests through discussion areas, chat facilities and sharing of resource and people information. The aim is to have a forum for exchange of ideas that is more personal, purposeful and involving than the anonymity of a discussion list.

New on the website

A new facility to show what has been added to the website on a week by week basis. Recent highlights include adding case studies, further information on the reform of social work education and training and the facility to search the Resource Discovery Network (RDN) from within the SWAPItsn website.

David Colombi – Web Developer

Social policy association conference 2002

LOCALITIES, REGENERATION AND WELFARE

This year's Social Policy Association Conference will take place at the University of Teesside, Middlesbrough, from midday 16th July until midday 18th July.

Over 100 papers and poster contributions at the conference will address several contemporary themes in social policy: neighbourhoods and renewal, 'joined-up' social policies, area-based initiatives and partnerships between agencies, communities and individuals, in the following streams

- Health and well-being
- Education and learning
- Social inequalities (including issues of 'race', class and gender)
- The lifecourse
- Communities and social renewal (to include housing and social care)
- Governance (to include partnership and multi-agency working)

Plenary speakers will include Professor Derek Fraser, Professor Anne Power and Professor Peter Townsend will mark the 50th anniversary of the 'Poverty 10 Years After Beveridge' report. A special feature of this year's conference is a forum for academics and practitioners, led by experts in area-based initiatives.

Professor Susanne MacGregor will lead a discussion about the Research Assessment Exercise, the ESRC will host a meeting, and SWAPItsn are providing workshops. There will be meetings for special interest groups, including learning and teaching, women and social policy, health policy, comparative social policy and the environment and welfare. There will also be a postgraduates reception.

The conference programme will be complemented by a social programme, including the annual Social Policy Dinner, with Dr Mo Mowlam speaking after dinner.

Details of costs and booking arrangements are available from the address below or the SPA website
<http://www.social-policy.com>

SPA 2002
School of Social Sciences and Law
University of Teesside
Middlesbrough
TS1 3BA

Learning and teaching about mental health in higher education

The arena of mental illness and mental health has long been a contested domain, with competing models and theories. These encompass genetic, pharmacological, neurological, behavioural, environmental, socio-economic, community, cultural, family and service user/patient perspectives. Interventions are moulded also by the organisational, professional, policy and legislative frameworks that develop, which in turn reflect the dominant constructions. As understanding develops, these diverse perspectives may be seen to be complementary, both within and across professions and disciplines. In higher education, we must ensure that research and development in both practice and education are shared between the different disciplines.

For a long time, mental health has been a neglected area. Recently, the need for reform and modernisation has been recognised: mental health is a national priority under the NHS Plan, a National Service Framework for mental health has been published, reform of legislation is in hand, and new bodies such as the National Institute for Mental Health in England (NIMHE) and the Social Perspectives Network for Modern Mental Health are being set up. Organisationally, much of mental health provision is moving into partnership trusts, with joint health and social care provision. These changes should be both reflected and developed in higher education.

With this in mind, a meeting took place in November of representatives from four of the LTSN subject centres most closely

involved in learning and teaching about mental health, viz: Health Sciences and Practice (which includes nursing, midwifery, health visiting), Psychology, Medicine, Dentistry & Veterinary Science and SWAPItSn. We discussed how we might work to enhance pedagogy in this area across the subject centres. As a first step, we arranged a joint seminar to think about learning and teaching in mental health in higher education. It was held on April 8th and 9th in York, and attended by 22 people from the four disciplines.

The purpose of the seminar was:

- To develop a shared understanding of different approaches to learning and teaching about Mental Health in Higher Education, both theory and practice.
- To identify strengths, development needs and other drivers for change.
- To explore ways of improving teaching and learning within and across different disciplines.
- To test assumptions and explore perhaps unforeseen problems and consequences.
- To consider how the LTSN might help.

Facilitated by an external consultant, the seminar gave those present the opportunity to reflect on definitions, understandings, scope and practice in both the substantive area of mental health and in learning and teaching. The participants were mostly from higher education, but also included Peter Lindley, Deputy Head of Practice

Development and Training at the Sainsbury Centre for Mental Health and Judy Foster, the Mental Health lead from TOPSS, involved with the implementation of the National Standards Framework (NSF) and developing occupational standards in mental health with Healthwork UK. A number of participants defined themselves as service users (past or present) or as survivors of the psychiatric system. SWAPItSn invited four participants to reflect a range of perspectives and views from the social policy and social work communities, these were: Professor Shula Ramon (APU) Nicky Stanley (Hull) Frank Keating (Tizard Centre, University of Kent at Canterbury) and Professor Peter Beresford (Brunel University). I attended from SWAPItSn. Working in small groups and in the larger group we considered the kinds of issues that need to be addressed in higher education to enhance mental health. Discussion moved frequently from education to practice to research, and there was lively debate about whether education for mental health should reflect practice or help to shape it. We discussed development of more effective approaches to teaching about the diversity of models, theories, values and skills in the different disciplines and how they can better prepare students in all these areas for the realities of mental health practice. Many participants noted that this was the first time they had met with people from such a variety of backgrounds, all involved in some aspect of mental health teaching, and that the





opportunities to break down the stereotypes and barriers that exist among the professions is something not only of value for them, but of great potential value to their students. Not surprisingly, the event also highlighted some of the complexities of working across disciplines and professions, and the need for professionals, academics and students to listen to one another, develop skills in collaborative working, and try to resolve differences in perspective.

By the second day of the seminar we were able to outline a number of guiding principles for learning and teaching in mental health in higher education; these could be used in all stages, including course design, content, delivery, assessment and validation.

1. Courses should be user focussed, that is influenced and informed by user experience and accessible to users.
2. Courses should be evidence based, that is based on what works and has been evaluated. This should preferably take into account the whole patient journey not just particular interventions that may be hard to assess in isolation.
3. Reflective practice should be encouraged in all disciplines.
4. All courses should include learning about diversity, social inclusion, respect and user experience.
5. All courses should recognise the need for interprofessional collaboration and shared understanding of the full range of different approaches to health promotion, prevention, diagnosis, treatment, care and recovery.
6. All students should be able to understand how and why Mental Health is a contested area in which there are as many needs, wishes and routes to recovery as

there are people suffering from mental ill health and distress.

Another important area is the mental well-being of students. Not only do a significant proportion of students experience some form of mental distress whilst at university, others come onto their courses with experience of mental health problems. Teaching in mental health must take account of this direct experience, whilst not putting students under pressure. When thinking about the vulnerability of students to mental stress, we need to think not only in terms of the policies, services and support available to them in the university, but to the way in which learning, teaching and assessment is conducted. The mental health of university staff and of mental health practitioners is of course another linked arena. Whilst the seminar's participants could not do justice to the full range of these topics, it is nevertheless essential to recognise that mental stress and mental well-being is central to all of our lives. Reflecting on the event, Professor Shula Ramon, from Anglia Polytechnic University said, "I found the event useful in highlighting what we share across the disciplines, though naturally it was more difficult to look at what we do not. It was also good to share and discuss values, although the realisation that other disciplines are in the process of 'reinventing the wheel' and lack knowledge of what has been developed in social work about values was somewhat disconcerting. I would assume that to take the good beginning forward we would need to work in smaller groups on specified themes we wish to promote."

Professor Peter Beresford said, "For me the seminar really highlighted the value of involving service users on equal terms from the beginning in discussions about all

aspects of social policy and social work learning, including interdisciplinary working. It was very positive to see the general support participants gave to prioritising user involvement and encouraging to see SWAP showing real commitment to building this into its future activities." Peter also commented on the importance of having the opportunity to explore different models of mental health, the questions raised about the power vested in traditional medical models and the need to look across the disciplines at learning new social approaches to mental distress. "There may be no easy fixes here and the seminar helped us begin to face up to this fact."

Next steps

There was considerable interest and enthusiasm from the group in taking this work forward, and agreement that there is a need to network throughout higher education to encourage debate, reflection and sharing of practice. A bid for funding for further work in this area has been submitted to the LTSN; if successful the four subject centres will continue to work together. Plans include a series of regional workshops to share practice, a web-based teaching resource exchange, codes of good practice and/or guidance for specific areas (such as user involvement, responding to prejudice), and a national working conference linked to a special edition of a journal.

It is important that LTSN work in this area links to other joint initiatives in progress or being planned in mental health. For example, there is the recently launched Social Perspectives Network, information about which can be found at http://www.topss.org.uk/uk_eng/frameests/engindex.htm.

The LTSN initiative, however, is unique in having a focus on learning and teaching in higher education.

In the short term, SWAPItsn is holding a workshop/meeting at the Joint Social Work Education Conference at Derby in July.

This will be an opportunity for those not able to attend the York seminar to get involved in the debate, and to think about specific issues from a social work/social policy perspective. This may be particularly timely given the new social work award, and the opportunity this presents for re-shaping learning and teaching in mental health within the qualifying award. For further information see:

<http://www.swap.ac.uk/External/JSWEC2002/JSWEC1.asp>

Hilary Burgess –
Learning and Teaching Adviser

The potential pressure and stress which colleagues will be under during the next year is tremendous. The list seems never ending: the fall out from RAE; for some Social Policy departments recruitment is an issue; there is always continuing research pressure, and now there are increasing government agendas for higher education to widen participation and teach key skills for employability. Also, for social work colleagues there is the prospect of planning and validating a new degree whilst still teaching the 'old' curriculum. Departments of social policy and social work are faced with continual change.

Responding to these changes will not only challenge colleagues' management and intellectual capabilities but impact on their abilities to develop and encourage team work and action planning in their departments. One of the key teamwork skills which will be needed in this situation is emotional intelligence (EI). EI is a developing area in other sectors and there is a considerable body of research suggesting that a person's ability to perceive, identify, and manage emotion provides the basis for the kinds of social and emotional competencies that are important for success in almost any job. Furthermore, as the pace of change increases and ever-greater demands are placed upon a person's cognitive, emotional, and physical resources, this particular set of abilities is becoming increasingly important (Cherniss 2000, Goleman 1998).

Evidence suggests that in the context of employability and professional success social and emotional abilities were four times more important than IQ in determining professional success (Cherniss 2000). EI therefore may have a role to play not only in professional survival and effectiveness of departments but also as an essential set of skills which students need to flourish at university and beyond. The development of emotional intelligence now needs to be on the agenda for higher education (Mortiboys 2002).

However, in the insulated, cubby-holed life of university corridors it can be difficult to develop opportunities or give time to develop these skills. My observations of working practices in universities have led me to realise how isolating and unsupportive the culture can be. Although practices differ, especially in post 1992 universities, working in higher education is rather a solitary unsupported experience. It seems that colleagues are allocated teaching, the more junior and part-time colleagues often getting the bulk of this, and then left alone to design, deliver and assess their modules and courses without formal peer support and collaboration. Writing and research can be a solitary affair with the demand for articles to be produced fully formed ready for the critical process of peer review. Also, if you are working in a department based within a large, hierarchical and bureaucratic university faculty it can feel that you have

little power to change anything. It may seem that you can only react and respond to the demands and dictates of the 'big picture builders' with little hope that your needs and requirements will be taken into consideration. Departments can easily become the passive victims of change rather than the active participants helping to influence the changes. It can be a very demoralising experience.

Some universities are now introducing postgraduate diploma courses for new lecturers helping instil some experience of the value of collaboration, team working and support. These experiences, however, do not usually touch the majority of staff, particularly department and faculty leaders. Therefore building a culture of collaboration, listening and peer support, which are the basic building blocks for emotional intelligence, good team working and productive action planning, is not being championed. The irony is that as the learning and teaching agenda moves higher up the list of priorities in higher education and more supportive and participatory teaching practices and peer collaboration for students are embraced, lecturers still work largely unsupported. Departments need to find ways to introduce and experience some of these new methods in practice with their own colleagues. One way to begin is to formally introduce some elements of process awareness and support into department meetings. I know that in the face of a heavy agenda, a peer 'check-in' at the beginning of a meeting can be dismissed as an indulgence. However, staff are the most important resource in any department and extending your skills to hear, value, understand and problem solve together at times of change may help.

Here is one idea. Some use the 'daily temperature reading'. It provides a formal agenda for checking in. Many people find this is the most important technique they have for maintaining a whole variety of relationships and it is ideal for work colleagues. You'll evolve your own style and timings but here's a format with which to begin. I suggest setting about 15 minutes aside at the beginning of a meeting and to work through each of the five areas below, giving time for people to think and then contribute. The most important thing not to do is to get into a conversation. Speak from 'I' and be short and to the

Facilitating change in university departments

point. Try just to hear and respond with a 'thank you' or 'OK'.

(1) A is for Appreciation: Being appreciated is an important element in our self-esteem, so we have to learn to accept it, rather than deflect it with pooh-poohing modesty. It is also important to know we are appreciated.

(2) D is for Data and new information: Trust and support thrives when colleagues are kept up to date on anything, trivial or important, that is going on with their colleagues.

(3) O is for Obstacles and puzzles: If there is any Obstacle blocking your understanding of each other or that your colleague could clarify, ASK about it - whether it concerns a mood, a plan, expenditure, etc.

(4) R is for Recommendations and Complaints: If you have a Recommendation or complaint, state it clearly, be specific, and explain what you are asking for instead.

(5) E is for Expectations, wishes, hopes and dreams: The more each person manages to make the other aware of his or her Expectations, the greater the possibility of arriving at an accord and of bringing hopes and dreams into convergence.

One final point - you don't have to cover all five areas every day, but if you have something to say in an area, say it. The SWAPItSn team offer a range of department workshops including team building skills and strategies for action planning.

Sue Orton, Learning and Teaching Adviser – Co-ordination

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Highlighting case studies of learning and teaching in social policy through research

Here are summaries of the research and two case studies in learning and teaching in social policy uncovered by Zoë Irving and Pat Young. The research explores experiences of teaching and innovation through in-depth, semi-structured interviews with a sample of 50 lecturers. Theoretically, it seeks to contribute a social policy perspective to the growing 'scholarship of teaching'. Practically, it has two aims: to access examples of practice which can contribute to creating a pool of knowledge for the discipline, and to support the developmental work of the subject centre through greater understanding. Colleagues from the Social Policy Association have been consulted through the planning stages and the research has the backing of the SPA. Forty of the fifty interviewees are selected from a random sample of higher education institutions which offer single or combined undergraduate degrees in social policy. The institutions selected proportionately represent pre and post 1992 institutions, and cover the four countries of the UK. One male and one female colleague are being interviewed in each selected institution. The remainder of the interviews are being saved for colleagues identified by others as being innovative in their approach to teaching social policy. The researchers have been very pleased with the response so far, and have completed around half of the interviews. Interviewees are provided with a checklist in preparation for the interview. The interviews are, of course, confidential and identities will be protected in any reporting

of the findings. Where use of the material is used to create case studies, as below, separate permission is requested to name individuals and institutions. Several lecturers have stated how they enjoyed the opportunity to explore their ideas about teaching social policy. A sustained conversation on one topic with no interruptions can be something of a luxury in the current pace of university life. Topics for discussion include:

- Background information
- Teaching methods
- Factors determining choice of teaching methods
- Understanding of 'good practice'

- Barriers and support in improving practice
- Attitudes to pooling practice
- Experience of change/innovation
- Motivations and barriers to change

Both these case studies are available in fuller detail on www.swap.ac.uk. Last year SWAPItSn successfully bid for additional funding to research teaching in social policy. In February 2002, Dr Zoë Irving joined the project on a secondment from Sheffield University and, together with Pat Young, began interviewing a sample of lecturers.

Pat Young, Learning and Teaching Adviser
and Zoë Irving, Researcher

Case study one: presenting complex material using mind-maps

Catherine Bochel uses 'mind-maps' to support her teaching and develop students' conceptual thinking on Social Policy courses at the University of Lincoln. Mind-maps offer a visual means of presenting complex information. They convey ideas holistically and show relationships between parts. Catherine developed this approach as a way of presenting sometimes complex information in a way that was easier for the students to grasp. She began with various diagrammatic forms, and only later came across the term 'mind-map'. She uses the mind-maps with level 1, 2 and 3 students, but the method is appropriate for students at any level of learning. She initially used the maps to present ideas and information, for example in a seminar, and now uses

them in a variety of ways, such as to illustrate the way in which units in a degree link up and to try and illustrate that the units that students study are not isolated 'blocks'.

Some of the students have adopted the approach as a way of developing a focus for their final level independent study. Student feedback is very positive. She has found it useful for students to link to other potential areas for discussion and also to narrow the topic down, in order to give focus to their study.

Mind-maps offer another way of presenting information and encouraging students to think. Students can grasp complex information and develop new approaches to learning.

Case study two: developing learning and personal skills through the social policy curriculum

In response to institutional requirements regarding the 'additional curriculum' and changing student needs, Anne Llewellyn and the social policy teaching team at Leeds Metropolitan University designed a level 1 module which integrated the development of transferable and employability skills with subject specific knowledge and study. While retaining a skills focus, it was tightly structured around conceptual, theoretical and practice-related issues: poverty and social exclusion. Students worked in tutor-supported, small action learning groups (ALGs) which met fortnightly for group-based activities. Supporting lectures covered study skills and topics relating to poverty and social exclusion. A module handbook was provided which gave details of the module

format and a selected bibliography relating to study skills and poverty and social exclusion.

The team encountered no regulatory barriers in this customising process because the generic aims and learning outcomes were clearly retained; in effect it was a process of enhancement which centralised the study of an area of social policy; poverty and social exclusion as the hook on which to hang the development of a range of study and transferable skills. Although the students found the workload relatively demanding, the majority returned very positive evaluations. For the staff, one of the most positive achievements was the cohesion apparent within the student body and the excellent relationship between staff and students.

JOINT SOCIAL WORK EDUCATION CONFERENCE 2002

University of Derby

10 - 11 July 2002

'RE-DESIGNING SOCIAL WORK: EDUCATION FOR TOMORROW'

JSWEC 2002 – 4th UK Joint Social Work Education Conference 4

www.swap.ac.uk/External/jswec2002/jswec1.asp

Once again, SWAPItsn has been asked to co-ordinate the UK's foremost social work education and training conference. This is the fourth event of its kind, and provides social work educators, trainers, practice teachers, researchers and other professional staff with an opportunity for discussion, critical debate, reflection and updating on a wide range of issues and topics. The conference is planned by a group comprising representatives of key UK social work and social care practice, and education organisations including:

- Association of Teachers in Social Work Education
- Association of Professors of Social Work Education
- Joint University Council – Social Work Education Committee
- National Organisation for Practice Teaching
- UK Standing Conference of DipSW Partnerships
- English Social Care and Scottish Social Services Councils.

Working with JSWEC Co-ordinator Tom Hopkins, who is based at SWAPItsn, the Planning Group first met last November to discuss and agree the conference title and sub-themes. 'Re-Designing Social Work: Education for Tomorrow' emerged in equal parts from suggestions made by 2001 delegates, and the views of the organisations represented on the Planning Group. So, too, did the six themes of this year's event:

- Social work interprofessionally
- Re-visiting social work ethics and values
- Re-thinking equalities
- Modernising partnerships
- Enquiry, evidence and action
- Re-learning teaching

The themes attracted a large number of abstracts for papers and workshops, and the thirty-two accepted by the Review Panel

should make for interesting, diverse and challenging sessions. Papers from the conference may be submitted to a special themed edition of the journal 'Social Work Education'. (JSWEC 2001 papers have just been published in the latest edition: Vol 21, No. 2).

In addition to the above themes there will also be Special Interest Groups around the issues of child-care, mental health and older people, together with SWAP-led sessions on a range of learning and teaching focused issues, and the future of social work education. There will also be a Question and Answer Panel re. the new award; though its membership has yet to be confirmed, it will be chaired by Professor Joan Orme, Chair of JUC-SWEC. The Joint Social Work Education Conference is noted for the quality of its keynote presentations, and this year is no exception. Confirmed speakers include:

- Jacqui Smith, Minister of State for Health
- Prof. Janet Finch, Vice Chancellor, Keele University
- Prof. Graham Gibbs, Director, Open University Centre for Higher Education Practice

Finally, we hope that representatives from member organisations of the recently formed Assembly for Social Care and Social Work will also be at JSWEC 2002. Add to all the above the opportunities to meet editors of key journals, to network and also to browse exhibitors' bookstalls, and it's obvious that JSWEC 2002 is a must for anyone involved in social work education and training. Find out more by contacting Mary Locke, Conference Secretary: m.locke@swap.ac.uk or visit the JSWEC website: www.swap.ac.uk/External/JSWEC2002/JSWEC1.asp

Tom Hopkins,
JSWEC 2002 Co-ordinator

Joint social

work

education

conference

2002