

Graduates for the 21st century Social work and social policy resources for the Scottish Enhancement Themes

This resource pack

The Subject Centre for Social Policy and Social Work (SWAP) has developed this resource pack to support the work of the Enhancement Themes initiative in Scotland. The pack provides background information on the Scottish Quality Enhancement Framework (QEF) and highlights key learning and teaching resources, both generic and discipline-specific, categorised against the following Enhancement Themes:

- Assessment (including Integrative Assessment)
- Responding to Student Needs
- Employability
- Flexible Delivery
- The First Year: Engagement and Empowerment
- Research-Teaching Linkages: Enhancing Graduate Attributes

Resources listed include papers and reports from the Enhancement Themes (highlighted), SWAP Subject Centre publications and appropriate generic learning and teaching materials.

This resource pack is not intended to provide an exhaustive list: rather it provides key examples of the range of resources available.

Further information

Further information about this resource pack including a downloadable version can be obtained from SWAP:

Tel. 02380 599310

Email: swapenquiries@soton.ac.uk

Web www.swap.ac.uk

The Subject Centre intends to revise and update this resource pack on a regular basis, thereby keeping the recommended resources useful and relevant. Please feel free to get in contact if you are aware of any other resources that you think would be particularly useful to others, we very much value your input. Thank you.

Scottish Enhancement Themes:
<http://www.enhancementthemes.ac.uk/>

Social Policy and Social Work Subject Centre (SWAP)
<http://www.swap.ac.uk>

The Scottish Quality Enhancement Framework

<http://www.enhancementthemes.ac.uk/background/>

The unique Quality Enhancement Framework has been designed to support higher education institutions in Scotland in managing the quality of the student learning experience and to provide public confidence in the quality and standards of higher education. It is coordinated by a Quality Working Group which has members from the Scottish Funding Council (SFC), Universities Scotland, QAA Scotland, the Higher Education Academy, and the National Union of Students, Scotland.

The model consists of five inter-related aspects:

- Institution-led review
- Public information set
- Effective involvement of students in quality management
- Enhancement-led institutional review
- Enhancement Themes

The Enhancement Themes

<http://www.enhancementthemes.ac.uk/>

This resource pack is built around the Enhancement Themes developed as part of the Scottish Quality Enhancement Framework. The Quality Enhancement Themes represent one element of the new enhancement-led strategy in Scottish higher education. This strategy is learner-centred; its focus is the student experience. A thematic approach to quality enhancement is helping Scottish higher education institutions, individually and collectively, to :

- address the problems and challenges inherent in twenty-first century mass and global higher education
- find high quality and effective solutions to improve the student experience
- be more efficient and effective in delivering transformational change.

The Enhancement Themes are planned and directed by the sector through the Scottish Higher Education Enhancement Committee (SHEEC). SHEEC manages the programme of Enhancement Theme activity in the context of a five-year rolling plan of topics.

<http://www.enhancementthemes.ac.uk/about/fiveyear.asp>

Five partner bodies are involved in implementing the Enhancement Themes initiative:

- the Scottish Funding Council
- Universities Scotland
- QAA Scotland
- Higher Education Academy
- NUS Scotland

sparqs (student participation in quality Scotland) further assists and supports student engagement in quality assurance and enhancement activities, working closely with student associations.

The current Themes are 'Graduates for the 21st Century: Integrating the Enhancement Themes' and 'Quality Cultures and Systems & Structures for Enhancement'. The Theme 'Graduates for the 21st Century' will work to consolidate and integrate all past Themes whilst considering the nature of the graduate for the 21st century.

Past themes have included 'Assessment', 'Integrative Assessment', 'Flexible Delivery', 'Employability', and 'Responding to Student Needs', 'Research-Teaching Linkages: enhancing graduate attributes' and 'The First Year: engagement and empowerment'.

Assessment

Quality Enhancement Theme Work on Assessment

'Assessment' was the first Enhancement Theme to be announced along with 'Responding to Student Needs'. The work began in 2003 and was completed at the end of 2004. The main focus of the work was on improving efficiency and effectiveness. Papers arising and further information about the activities under this theme can be found at: <http://www.enhancementthemes.ac.uk/themes/Assessment/>

The theme was re-visited in 2005-06 in the context of 'Integrative Assessment'. Four publications were produced and are available at <http://www.enhancementthemes.ac.uk/themes/IntegrativeAssessment/>

Assessment. Lines, D. & Mason, C. (2005)

"This paper summarises the main outcomes from the [Quality Enhancement] work on Assessment, including possible ways of addressing the challenges identified, as well as matters that merit further work and reflection. It is intended that this paper, in conjunction with the individual workshop reports and case studies, will provide the sector, subject groups, student and support services groups, and appropriate professional and statutory bodies with a valuable resource that will enable the important issues raised to be handed over and taken forward, as appropriate."

Publisher: Quality Assurance Agency for Higher Education

Availability: Download (PDF, 14KB) from http://www.enhancementthemes.ac.uk/documents/assessment/Assessment_A5_booklet.pdf
For a hard copy email: qaa@linneydirect.com

Approaches to assessment (*in focus* issue 01, November 2008)

SWAP's newsletter focussing on assessment including an article on changing an assessment method; an interview with the Head of School of Sociology and Social Policy at the University of Leeds, Nick Ellison, in which he speaks about several assessment methods; a formative assessment tool which can be used with students; and an assessment mind map, which is a graphical representation of how the various elements involved in assessment fit together.

Publisher: SWAP Subject Centre

Availability: Download from <http://www.swap.ac.uk/resources/themes/assessment.html> . Hard copies are also available by emailing swapenquiries@soton.ac.uk

Handbook for external examiners: Guidance for the degree in social work (2009)

A guide about the role of external examiners on social work degree programmes across the UK to enhance the quality of external examining for social work. The handbook is of use to external examiners (both those new to the role and those with experience), Heads of Department, Assessment Coordinators and Chairs of Examination and is updated regularly. SWAP's website also hosts a password protected external examiner's database on its website <http://www.swap.ac.uk/getinvolved/externalexaminers.html#database>

Publisher: SWAP, Joint University Council Social Work Education Committee, and the four UK Care Councils

Availability: Download (PDF, 127KB) from http://www.swap.ac.uk/docs/examinerhandbook_300309.pdf

Companion for Undergraduate Dissertations website and Doing your Undergraduate Social Science Dissertation (Smith, Todd & Waldman, 2009)

The website was prepared to provide support and guidance for personal study and to help undergraduate students through the dissertation process. It deals with some of the common questions, concerns and practical issues that undergraduate students come across when completing their social science-based dissertation or final year project. The book is based on the website and expands on material in the website.

Publisher: Website: Higher Education Academy's Centre for Sociology, Anthropology and Politics, the Social Policy and Social Work Subject Centre and Sheffield Hallam University
Book: Routledge

Availability: Website: <http://www.socscidiss.bham.ac.uk/s1.html>
Book: Online bookshops (Price at Amazon in 2010: £12.99)

SCIE Guide 18: Assessment in social work: a guide for learning and teaching (Whittington, July 2007)

This guide examines aspects of assessment in social work, considers approaches to teaching and learning of assessment, and poses issues and questions for social work educators to consider when planning and reviewing teaching and learning of assessment.

Publisher: Social Care Institute of Excellence (SCIE)

Availability: Download from website: <http://www.scie.org.uk/publications/guides/guide18/index.asp>

Other relevant SCIE publications: SCIE Guide 23: The learning, teaching and assessment of partnership work in social work education (2008), SCIE Knowledge Review 12: Teaching, learning and assessing communication skills with children and young people (2006)

Assessment and Learning in Practice Settings (ALPS) CETL*

A Centre for Excellence in Teaching and Learning (CETL) based at the University of Leeds which creates generic assessment tools for use in practice in health and social care.

URL: <http://www.alps-cetl.ac.uk/>

Assessment Standards Knowledge exchange (ASKe) CETL*

ASKe is the Centre for Excellence in Teaching and Learning based at Oxford Brookes University Business School. ASKe's work focuses on ways of helping staff and students develop a common understanding of academic standards, and it builds on and promulgates established good practice.

URL: <http://www.brookes.ac.uk/aske/>

Centre for Excellence in Teaching and Learning in Assessment for Learning (AFL)*

A Centre for Excellence in Teaching and Learning (CETL) for expertise in Assessment for Learning and a home for innovation, development and research into assessment, learning and teaching at Northumbria University. A key purpose of AFL is to foster student development in taking responsibility for evaluating, judging and improving their own performance by actively using a range of feedback. These capabilities are at the heart of autonomous learning and of the graduate qualities valued by employers and in professional practice. Although originating in non-SWAP disciplines, this initiative provides examples of practice and resources of relevance to any discipline in higher education.

URL: http://www.northumbria.ac.uk/cetl_afl/

Re-Engineering Assessment Practices in Scottish Higher Education (REAP)

The REAP project received funding from the Scottish Funding Council during 2005-07 under its e-Learning Transformation Programme. It drew on current educational research to redesign large-enrolment first year classes across a range of disciplines. Nineteen higher education modules have been redesigned across a range of disciplines exemplifying innovative formative assessment practices with students actively generating their own feedback and scaffolding the development of their peers. The redesigns show both learning and staff efficiency gains as well as how technology can add value. Although not specifically focused on the SWAP disciplines, the project website provides a variety of useful resources for developing assessment and feedback.

URL: <http://www.reap.ac.uk/>

JISC Plagiarism Advisory Service (JISC-iPAS)

The JISC Plagiarism Advisory Service provides generic advice and guidance on all aspects of plagiarism prevention and detection to institutions, academics and students.

URL: <http://www.jiscpas.ac.uk/>

* Funding for CETLs will cease at the end of the 2009/10 academic year, but many plan to continue to host their websites and update their resources

Responding to Student Needs

Quality Enhancement Theme Work on Responding to Students Needs

"Over the last twenty years institutions have faced an increasing challenge to develop and adapt their provision to support mass higher education into the 21st century. Student numbers have increased dramatically and there is a much greater diversity of learners. In response to the changing environment, the HE sector is increasingly aware of the need for a change of approach in the ways in which we engage with students. More complex student needs require a learner-centred approach, not only in terms of teaching itself, but in terms of the variety of support and administrative systems which underpin delivery." The QE work began in 2003 and was completed at the end of 2004. It focused on two main areas:

- Student Needs in the First Year of Study (including induction, personal tutor systems, approaches to integrating student support, and the first year learning experience) and
- Student Evaluation of and Feedback on their Learning Experience.

Details of the activities and outcomes from this activity can be found at:
<http://www.enhancementthemes.ac.uk/themes/StudentNeeds/>

The aims of the student feedback project were to determine both the main issues and barriers to improving practice in collecting and using student evaluation of and feedback on their learning experience. More information on this area of activity can be found at: http://www.enhancementthemes.ac.uk/student_evaluation/

Responding to Student Needs – Student Evaluation and Feedback Toolkit. Gordon, G. (Ed. 2005)

This booklet summarises the outcomes arising from the Responding to Student Needs Scottish quality enhancement theme and brings together in a single volume the reports from all four strands of the Responding to Student Needs Theme including the Student Evaluation and Feedback project.

Publisher: Quality Assurance Agency for Higher Education

Availability: Download (PDF, 873KB) from http://www.enhancementthemes.ac.uk/documents/studentneeds/Student_Needs_Full_Outcomes_FINAL29_6_05.pdf. For a hard copy email: qaa@linneydirect.com

SWAP digest 1 - Supporting inclusive learning and teaching (2007)

This digest helps you make your learning and teaching inclusive for all. It was produced as a result of the introduction of the Disability Equality Duty on 4 December 2006 which requires all public authorities to look actively at ways of ensuring that disabled people are treated equally.

Publisher: SWAP Subject Centre

Availability: Download (PDF, 246KB) from http://www.swap.ac.uk/docs/digests/swapdigest_1.pdf Hard copies are also available by emailing swapenquiries@soton.ac.uk

SWAP digest 2 - Preparing to succeed in your social policy course (2007)

This digest is for prospective and current social policy students to help them be successful on their course. The advice has been written by students on social policy courses, so provides an inside track on how to succeed.

Publisher: SWAP Subject Centre

Availability: Download (PDF, 241KB) from http://www.swap.ac.uk/docs/digests/swapdigest_2.pdf Hard copies are also available by emailing swapenquiries@soton.ac.uk

SWAP digest 3 – The social work degree – preparing to succeed (2007)

This digest is for prospective and current social work students to help them to be successful on their degree. The advice has been written by students on social work courses, so it offers insider tips!

Publisher: SWAP Subject Centre

Availability: Download (PDF, 214KB) from http://www.swap.ac.uk/docs/digests/swapdigest_3.pdf Hard copies are also available by emailing swapenquiries@soton.ac.uk

SWAP digest 8 – What makes for good practice learning? The student perspective (2010)

This digest is for social work students undertaking practice learning. The advice that follows is drawn directly from student responses to a survey conducted at a British Association of Social Workers (BASW) student conference. They provide a rich source of tips based on first hand experience.

Publisher: SWAP Subject Centre

Availability: Download from <http://www.swap.ac.uk/resources/publs/digests.html> Hard copies are also available by emailing swapenquiries@soton.ac.uk

Monograph 1 - University life uncovered: making sense of the student experience (2008)

This monograph showcases themes relating to the diverse experiences of the modern student cohort including: single parents, international students, school leavers and those balancing education and employment.

Publisher: SWAP Subject Centre

Availability: Download (PDF, 660KB) from http://www.swap.ac.uk/docs/monograph_ulu.pdf Hard copies are also available by emailing swapenquiries@soton.ac.uk

Student participation in quality Scotland (sparqs)

sparqs is a free service which is funded by the Scottish Funding Council to assist and support students, students' associations and institutions to improve the effectiveness and engagement in quality assurance and enhancement in institutions across Scotland.

URL: <http://www.sparqs.ac.uk/>

Student Enhanced Learning through Effective Feedback (SENLEF)

The SENLEF project is a resource for practitioners wishing to improve their feedback practice or get some exciting new ideas. The project has explored feedback issues with Higher Education Institutions (HEIs) across Scotland. They have collated case studies, devised a set of principles for good practice and developed a range of resources including a literature review, web links and workshop materials.

URL: <http://www.heacademy.ac.uk/ourwork/learning/assessment/senlef>

Collecting and using student feedback: a guide to good practice. Brennan, J. & Williams, R. (2004)

This guide aims to help higher education institutions make the best use of their student feedback to enhance learning and teaching. The guidance is based on a previous HEFCE-funded project, published on the web in May 2003, Collecting and using student feedback on quality and standards in learning and teaching in HE. It draws on the experiences of the sector to highlight existing good practice, and some of the problems in using student feedback.

Publisher: Learning & Teaching Support Network (LTSN)

Availability: Download (PDF, 1.07MB) from http://www.heacademy.ac.uk/resources/detail/id352_collecting_and_using_student_feedback

Employability

Quality Enhancement Theme Work on Employability

There are various interpretations of the term employability. Knight and Yorke define employability as "A set of achievements, understandings and personal attributes that make individuals more likely to gain employment and be successful in their chosen careers." This definition arose from the work carried out by the LTSN Generic Centre (now part of the Higher Education Academy) and Enhancing Student Employability Co-ordination Team (ESECT) team in England and became the preferred definition for the 2004-05 Enhancement Theme of Employability in Scotland.

The main aims of the Employability Enhancement Theme were to:

- raise the profile of employability, including its benefits to students, employers and academic staff
- create a clearer understanding of what is meant by employability
- encourage and provide assistance for the Scottish higher education sector in developing institutional employability strategies
- aid the embedding of employability within the curriculum
- implement its strategy in parallel with work on Personal Development Planning (PDP) as part of the Effective Learning Framework (ELF) project.

More information on the theme and details of the activities and outcomes can be found at <http://www.enhancementthemes.ac.uk/themes/Employability/>

Employability: Overview of the work of the Employability Enhancement Theme. (2006)

"The aim of this publication is to provide an overview of the work of the Employability Enhancement Theme." The audiences for this booklet include "front-line academic and support staff who are primarily responsible for what and how students learn, and who may not have time to attend national enhancement events, read the resulting publications or check out the Enhancement Themes website." "This overview also identifies the key issues, findings and challenges that have emerged from the Theme, and suggests how they might be addressed."

Publisher: Quality Assurance Agency for Higher Education

Availability: Download (PDF, 152KB) from

http://www.enhancementthemes.ac.uk/documents/employability/Employability_Overview_QAA113.pdf

For a hard copy email: qaa@linneydirect.com

Engaging with employers: Why and how (*in focus* issue 02, 2009)

Issue 2 of the SWAP newsletter *in focus* provides links to useful resources on the topic along with a case study of running a social policy internship module and a service-learning approach taken by one academic teaching an undergraduate degree in Public Policy.

Publisher: SWAP Subject Centre

Availability: Download (PDF, 767KB) from: http://www.swap.ac.uk/docs/newsletters/infocus02_online.pdf

Hard copies are also available by emailing swapenquiries@soton.ac.uk

Practice learning across the nations. Gaining experience in context (*in focus* issue 05, 2010)

Issue 5 of SWAP's newsletter *in focus* includes an article on 'Employability and social policy in Scotland' by Margaret Arnott, an interview with a practice liaison officer about practice learning opportunities, and links to key resources.

Publisher: SWAP Subject Centre

Availability: Download from: http://www.swap.ac.uk/docs/newsletters/infocus05_online.pdf

Hard copies are also available by emailing swapenquiries@soton.ac.uk

Employer engagement

These webpages are developed and maintained by SWAP and contain resources relating to engagement with employers including projects, publications, case studies, digital learning resources and links to external resources.

URL: <http://www.swap.ac.uk/resources/themes/engagingemployers.html>

Practice learning on social work degrees

Students on practice learning placements learn many vital skills which are coveted by employers. SWAP maintains these webpages which include projects, guides, publications, case studies, book reviews and links to external resources related to practice learning in social work.

URL: <http://www.swap.ac.uk/resources/themes/praclearning.html>

Social Entrepreneurship in the Social Policy Curriculum (2007)

Robert Gunn at the University of York talks about the module on Social Enterprise which he has developed in the Department of Social Policy and Social Work.

URL: http://www.youtube.com/watch?v=iZI_3AIF5qY

Learning and Employability Series. Yorke, M. (Ed. 2006)

The Higher Education Academy's Learning and Employability series of guides is intended for staff in higher education institutions who are considering the enhancement of their students' employability. The publications will be of interest to colleagues new to the area as well as those who are already engaged in developing employability and who wish to broaden their understanding of the topic.

Publisher: Higher Education Academy

Availability: Download from <http://www.heacademy.ac.uk/resources/publications/learningandemployability>
Hard copies are available by emailing employability@heacademy.ac.uk

Graduate Employability: What do employers think and want? Archer, W. & Davison, J. (2008)

This report highlights the findings of a survey of 233 employers and emphasises the importance of generic employability skills such as team working and communication. The research aims to add value to the debate on the high level skills agenda but also seeks to help HEIs to address the needs of business to ensure that graduates are equipped with the skills and experience they need to compete.

Publisher: Council for Industry in Higher Education (CIHE)

Availability: Download (PDF, 1.52MB) from <http://www.cihe-uk.com/docs/PUBS/0802Grademployability.pdf>

Learning to Work: Enhancing employability and enterprise in Scottish further and higher education. (2004)

"Learning to Work presents ideas for learners, educators and employers to work together to create new and better learning experiences. This paper aims to propose a definition for employability and enterprise in the context of further and higher education; challenge some common assumptions and show how employability and enterprise can fit within the context of the wider purposes of education; and offer some thoughts on a more holistic approach for further and higher education, which integrates many of these aspects within a core framework embedded in the whole learning experience."

This paper provided the impetus for the Quality Enhancement theme of employability and was followed up in 2005 by an implementation plan (available at http://www.sfc.ac.uk/about/new_about_council_papers/about_papers_10nov05/paper_sfc0527.pdf).

Publisher: Scottish Funding Council

Availability: Download (PDF, 266KB) from http://www.sfc.ac.uk/publications/pubs_other_sfefcarchive/learning_to_work.pdf

Flexible Delivery

Quality Enhancement Theme Work on Flexible Delivery

Institutions in Higher Education face a growing challenge to develop and adapt their provision to support mass higher education in the 21st century, and to allow greater flexibility for today's large and diverse student body. In addition, there is the fast pace of change - including technological, political, social and economic - which impacts on Higher Education from the external environment.

Taking into account these influences, Flexible Delivery was interpreted in the widest possible sense, to encompass not only modes of study, but also methods of delivery, together with underpinning support and infrastructure. This represents a vision of:

- a learner-centred model of pedagogy and learner support, appropriate to the needs of the individual learner
- a high quality learning environment, supported by efficient and effective business and administrative processes.

By providing a picture of, and tools for a learning environment that addresses the diverse needs of different types of learners, the Committee aimed to transform the way HEIs in Scotland consider flexible delivery, taking into account the work of JISC and the SFC. Work began in 2004 and was completed at the end of 2006.

More information on the theme and details of the activities and outcomes can be found at <http://www.enhancementthemes.ac.uk/themes/FlexibleDelivery/default.asp>

A practical guide to providing flexible learning in further and higher education. Casey, J. & Wilson, P. (2006)

This guide, one of the outcomes of the Enhancement Theme work, "is intended to help those involved with planning, managing, designing and delivering flexible courses, as well as those working on the preparation of teaching and learning materials." The guide provides an overview of what is meant by flexible learning, a variety of tools to support curriculum design, a discussion on implementing flexible learning within organisational structures and additional case studies and resources.

Publisher: Quality Assurance Agency for Higher Education (QAA)

Availability: Download (PDF, 1MB from http://www.enhancementthemes.ac.uk/documents/flexibleDelivery/FD_Flexible_Learning_JCaseyFINALWEB.pdf)

Help sheets and information sheets from the E-supported Learning and Teaching Enhancement (ELTE) project

Several help sheets and information sheets were produced as part of the ELTE project, which ran from 2006 to 2008, to support the use of technology and digital resources in learning and teaching in social work and social policy. These include help sheets on videoconferencing, using data projectors with laptops, e-portfolios, making movies, online multiple choice tests, social bookmarking and information sheets on BBC audio and video materials, digital images, and human growth and development.

Publisher: SWAP Subject Centre

Availability: Download from: <http://www.swap.ac.uk/resources/publs/helpsheets.html> and <http://www.swap.ac.uk/resources/publs/infosheets.html> Hard copies are available from swapenquiries@soton.ac.uk

Digital learning resources at SWAP

These web pages are developed and maintained by SWAP and include a wide variety of audio, video and interactive materials as well as links to external digital resources.

URL: <http://www.swap.ac.uk/resources/digitalresources/digitalresources.html>

An E-learning Support Toolkit for Social Work Students on Placement. Zhang, P., Wills, G., Howard, Y., Oussena, S., Kramer, D., Barn, R. and Barn, B. (2009)

Abstract: Students of the social work professions generally are required to be placed in social work settings and to undergo assessment in the workplace during their training. These students are usually supported by qualified practice tutors who regularly meet with them and give feedback on their practice performance and progress. The support procedure sometimes is fragile and affects the quality of the students' learning experience. Through a user centered design approach, the Remora project aims to provide an integration of mobile software toolkits and social software applications to support work-based learning and assessment for social workers. Two main applications are created and deployed on two categories of portable devices to help practice workers in their administration, information sharing and collection of documents linking with competency learning resources. The applications are extendible to be applicable to any work-based learning situation.

Publisher: IADIS e-Learning 2009, 17-20 June 2009, Algarve, Portugal. (In Press)

Availability: Download (PDF, 826KB) from: http://eprints.ecs.soton.ac.uk/17444/1/An_E-learning_Support_Toolkit_for_Social_Work_Students_on_Placement.pdf

Flexible Learning Pathfinders: a review of the pilots' final and interim reports. Outram, S. (2009)

In response to the Government's 2003 White Paper 'The Future of Higher Education' which highlighted the need for more flexibility in courses, to meet the needs of a more diverse student body, HEFCE funded eight higher education institutions to pilot models of flexible HE provision. These pilot projects are focusing on variation in pace and intensity of study, and flexible methods of delivery, for example, blended learning, distance learning, and the use of information and communications technology.

The Higher Education Academy has facilitated and supported a network of these institutions and projects, which meets together regularly to share success and discuss issues of common concern. This report is a review of the final and interim reports of the HEFCE-funded Flexible Learning Pathfinder pilots. An evaluation report will be produced in late 2010.

Publisher: Higher Education Academy

Availability: Download (Word, 156KB) from: http://www.heacademy.ac.uk/resources/detail/ourwork/flexiblelearning/flexible_learning_pathfinder_review

Supporting Flexible Delivery. Resources for Managers and Practitioners (2008)

This resource uses social software technology (del.icio.us) to catalogue a range of JISC and Higher Education Academy resources which can help you support Flexible Delivery.

Publisher: JISC

Availability: Access the Toolkit at <http://www.jiscinfonet.ac.uk/Resources/flexible-delivery>

The First Year: Engagement and Empowerment

Quality Enhancement Theme Work on The First Year

"The focus for the First Year steering committee was 'What do we really want students to gain from their first year in higher education?' For the purposes of the Theme, the first year was defined as year one entry into a higher education programme, as this is when most students have their initial experience of higher education. However, the committee was mindful of the relevance of aspects of its work to direct entry to later years. The committee's initial discussions were informed by a scoping paper written by Professor Terry Mayes. The result being to consider how the first year experience can promote student engagement and empowerment, with the overall aim being to make the first year a transformational experience:

- Student engagement: This is seen as a challenging area, its scope including strategies to raise the level of student engagement with the first year, personal development and HE life more generally.
- Student empowerment: This concerns equipping students to take control of their learning and to become autonomous learners. Two key ideas here are the personalisation of taught provision and the development of an extended transition process."

Details of the activities and outcomes from this activity can be found at: <http://www.enhancementthemes.ac.uk/themes/FirstYear/>

Publications include Personalisation of the first year; Transition to and during the first year; Personal Development Planning in the First Year; Curriculum design for the First Year; Sharing and reflecting on international experiences and initiatives; Peer support in the first year; Introducing scholarship skills: academic writing; Transforming assessment and feedback.

SWAP digest 2 - Preparing to succeed in your social policy course (2007)

This digest is for prospective and current social policy students to help them be successful on their course. The advice has been written by students on social policy courses, so provides an inside track on how to succeed.

Publisher: SWAP Subject Centre

Availability: Download (PDF, 241KB) from http://www.swap.ac.uk/docs/digests/swapdigest_2.pdf Hard copies are also available by emailing swapenquiries@soton.ac.uk

SWAP digest 3 - The social work degree: preparing to succeed (2007)

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Publisher: SWAP Subject Centre

Availability: Download (PDF, 214KB) from: http://www.swap.ac.uk/docs/swapdigest_3.pdf Hard copies are also available by emailing swapenquiries@soton.ac.uk

SWAP digest 5 - Engaging students with social policy (2009)

For many students taking a module in social policy is something of an unknown quantity. Those who have selected pathways in social work and social policy may already have an interest and curiosity in the discipline. However, students who have selected pathways in psychology, economics, history, english, politics, nursing, or criminology may have a vague notion of what social policy is. One of the main challenges facing any lecturer in social policy is therefore 'to bring social policy to life to a range of people whose interest level may be markedly different' (Zoe Irving, University of Sheffield). This digest includes comments and recommendations shared via the social policy JISCMail list and in interviews with social policy colleagues.

Publisher: SWAP Subject Centre

Availability: Download (PDF, 387KB) from: http://www.swap.ac.uk/docs/swapdigest_5.pdf Hard copies are also available by emailing swapenquiries@soton.ac.uk

Be the difference

A website hosted by the Children's Workforce Development Council with students taking social work degrees talking about their experiences, routes in to social work, what is involved in the degree, and more.

URL: <http://bethedifference.cwdcouncil.org.uk/site/#/home>

Monograph 1 - University life uncovered: making sense of the student experience (2008)

The papers included in this monograph originated as presentations at the conference titled University Life Uncovered: how are students' experiences outside the classroom impacting on their learning? The conference aimed to provide a reflective and critical forum for the growing number of colleagues researching student life during higher education. This monograph showcases themes relating to the diverse experiences of the modern student cohort including: single parents, international students, school leavers and those balancing education and employment.

Publisher: SWAP Subject Centre

Availability: Download (PDF, 660KB) from: http://www.swap.ac.uk/docs/monograph_ulu.pdf Hard copies are also available by emailing swapenquiries@soton.ac.uk

Diversity and Achievement: An Evaluation of Support for Learning, Kate Kirk (2004)

The aim of this research project is to provide information on the experience of first year undergraduate students on the Applied Social Studies Programme (BA Applied Social Studies and BA Youth and Community Work and BA Social Work professional training courses).

The objective is to gain an understanding of factors that contribute to the support, development of learning, progression and retention of a diverse range of non-traditional entry first year students in order to be able to create appropriate and meaningful changes to our learning and teaching and support for learning strategies.

Publisher: SWAP Subject Centre

Availability: Download (PDF, 185KB) from: <http://www.swap.ac.uk/docs/projects/Diversity%20and%20Achievement.pdf> Hard copies are also available by emailing swapenquiries@soton.ac.uk

The First Year Experience. A Literature Review. Harvey, L., Drew, S. & Smith, M. (2006)

This literature review aims to consider the research literature and institutional 'grey material' exploring the undergraduate and postgraduate first-year experience and to identify key emerging issues to inform university policy makers, practitioners, researchers and other interested parties. In this review 'first year' refers to the first-year of study of an undergraduate or postgraduate student in a higher education institution. However, almost all the published literature refers to students in their first year of undergraduate study.

In addition to the executive summary and full review, a set of four briefings papers on key themes arising from the review are also available:

Briefing paper on induction

Briefing paper on integration [into the academic community]

Briefing paper for higher education policy makers

Briefing paper for researcher

Publisher: Higher Education Academy

Availability: Download from http://www.heacademy.ac.uk/resources/detail/ourwork/teachingandresearch/FYE_Ir

Higher Education Academy First Year Experience Project. Yorke, M. & Longden, B. (2007/2008)

This project looked at first year full-time undergraduate students in specific disciplines from a number of varied institutions from across the UK. The project was divided into two phases: phase one surveyed students about their perceptions of their experience as students and phase two reviewed all those who were recorded as not continuing their studies. The outcomes of this project are summarised in two freely available reports.

Publisher: Higher Education Academy

Availability: Download (314kb pdf) from http://www.heacademy.ac.uk/resources/detail/ourwork/teachingandresearch/First_Year_Experience_Survey

E-learning and the First Year Student Experience (ELFYSE)

ELFYSE is a special interest group (SIG) set up in 2009 exploring the role of learning technologies in aiding transition, retention, progression and achievement. This SIG is a Middlesex University and Higher Education Academy initiative and is open to practitioners involved in further and higher education and those who are interested in how learning technologies can support the first year experience and the challenges with which institutions and students are faced

URL: <http://elfyse.middlesex.wikispaces.net/>

Research-Teaching Linkages: Enhancing Graduate Attributes

Quality Enhancement Theme Work on Research-Teaching Linkages

During the period 2006-2008 the Scottish Sector considered the topic of enhancing graduate attributes through research-teaching linkages. The focus of the Theme was on taught programmes and looked at how best at institutional and programme level, links between research strategies and activities can support the student learning experience in ways that can enhance learner achievement of research-type attributes.

The Theme was concerned with:

- the progressive development of these types of skills and attributes throughout the continuum of the undergraduate and postgraduate programme i.e. from commencement of the undergraduate learning and
- how best to support the achievement of such attributes through utilising research, creative, scholarly and performance work to inform the: curriculum; teaching, learning and assessment activities and; the learning environment.

It was important from the outset of the Research-Teaching Linkages Theme to make clear that a wide view and definition of what is meant by the term 'research' was adopted and could include: practice/consultancy led research; research of local economic significance; contributions to the work of associated research institutes or other universities and various types of practice-based and applied research including performances; creative works; and industrial or professional secondments.

More information on the Theme and details of the activities and outcomes can be found at <http://www.enhancementthemes.ac.uk/themes/ResearchTeaching/default.asp>

Research-Teaching Linkages: enhancing graduate attributes. Key findings and recommendations (2009)

During the period 2006-2008 the Scottish Higher Education sector considered the topic of enhancing graduate attributes through research-teaching linkages as part of the Scottish Enhancement Themes. The purpose of the Enhancement Theme was to identify and share examples of how institutions, through their teaching and learning environment, and their policies and processes, actively develop 'research-type' attributes to graduate level and beyond, through utilising research-type activities. This was achieved through sector-wide debate and discussion informed by international advisers.

Publisher: The Quality Assurance Agency for Higher Education

Availability: Download from <http://www.enhancementthemes.ac.uk/themes/ResearchTeaching/outcomes.asp>
Also available in hard copy from qaa@linneydirect.com

Using social policy research in teaching (2007)

This is an A4 booklet which was produced as part of SWAP's involvement with the Higher Education Academy's Supporting New Academic Staff (SNAS) project. The publication includes a report on an event for social policy academics, an introductory essay by David Gladstone and six case studies. Published October 2007.

Publisher: SWAP Subject Centre

Availability: Download (PDF, 1.14MB) from: http://www.swap.ac.uk/docs/SWAPCaseStudies_nov07.pdf Also available in hard copy from swapenquiries@soton.ac.uk

The Social Work Research Strategy in Higher Education (2006 - 2020)

This report has been developed by a core group of senior academics on behalf of the Joint Universities Council Social Work Education Committee (JUC-SWEC). The strategy is designed to promote a step change in the quality and quantity of social work research activity in UK higher education institutions (HEIs) in order to maximise the HEI contribution to social work and social care service improvement, develop a strong evidence base for social work and social care services and build a workforce capable of using evidence critically and effectively.

Publisher: SWAP Subject Centre

Availability: Download from: full report (PDF, 110KB) http://www.swap.ac.uk/docs/strategy_JUCSWEC.pdf;
summary (PDF, 68KB) http://www.swap.ac.uk/docs/strategy_summary_%20JUCSWEC.pdf

Research-mindedness website

A website to help students and practitioners of social care and social work make greater and more effective use of research in their studies and in practice.

URL: <http://www.resmind.swap.ac.uk/>

Centre for Inquiry-based Learning in the Arts and Social Sciences (CILASS) *

CILASS is a Centre for Excellence in Teaching and Learning (CETL) based at the University of Sheffield, which is committed to supporting further development and innovation in inquiry-based learning (IBL), with the aim of embedding inquiry at the heart of the student learning experience. In particular, CILASS promotes IBL that involves students in discipline-based and inter-disciplinary collaborative inquiries, develops students' information literacy capabilities, and uses information and communications technologies imaginatively to enhance the learning experience.

URL: <http://www.shef.ac.uk/cilass/>

Developing undergraduate research and inquiry. Healey, M. & Jenkins, A. (2009)

This publication is based on the premise that all undergraduate students in all higher education institutions should experience learning through, and about, research and inquiry. There should be a move away from students as audience to individual academics' research towards students becoming stakeholders in a research community in which their experience of research mirrors that of their lecturers.

Publisher: Higher Education Academy

Availability: Download (PDF, 808KB) from http://www.heacademy.ac.uk/assets/York/documents/resources/publications/DevelopingUndergraduate_Final.pdf Hard copies available from publicationmailings@heacademy.ac.uk

Case Studies of Linking Discipline-based Research and Teaching in Disciplines, Departments, Institutions and National Systems. Healey, M. & Jenkins, A. (2007)

These various case studies illustrate ways in which teaching and research have been brought together in higher education with examples drawn from Australia, Canada, Denmark, Ireland, Hong Kong, Netherlands, New Zealand, UK and the USA. They focus on links between teaching and disciplinary research and cover 7 disciplines including social sciences.

Publisher: Quality Assurance Agency for Higher Education

Availability: Download (PDF, 424KB) from http://www.enhancementthemes.ac.uk/documents/events/20070308/ResearchTeaching_Case_Studies_AJenkins.pdf

Linking Teaching and Research in Disciplines and Departments. Jenkins, A., Healey, M. & Zetter, R. (2007)

This paper seeks to support the effective links between teaching and discipline-based research in disciplinary communities and in academic departments. Suggestions are offered as to how disciplinary communities and departments can strengthen the good practice that already exists. The arguments are evidenced and illustrated by research and case studies drawn largely from Australasia, Europe and North America.

Publisher: Higher Education Academy

Availability: Download (858kb pdf) from http://www.heacademy.ac.uk/assets/York/documents/LinkingTeachingAndResearch_April07.pdf

* Funding for CETLs will cease at the end of the 2009/10 academic year, but many plan to continue to host their websites and update their resources