Social Work

Your community, your University
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The department

We have a long tradition of providing student-centered social work education. We recognise that social work is a rewarding occupation, but one that is demanding and requires high levels of commitment and professional ability.

This is why our courses are focused on the knowledge, skills and personal qualities that will enable you to work effectively and confidently. One of our aims is to enable you to achieve your potential as a professional social worker. In order that you can achieve this we offer excellent support and encouragement.

Student View

“When I attended an Open Day I felt welcomed and reassured that I would be supported throughout the course. My degree proved to be extremely successful in assisting me in finding a job, I was fortunate enough to be offered employment from my level 3 placement and I have remained in this position since 2009, even recently receiving a promotion to Senior Social Work Practitioner.

Positive experiences at the University of Chichester have helped to develop my confidence as a social worker, so much so, that I recently made the decision to return to the University to undertake the Post Graduate Child Care Award and I am now able to offer placements to University of Chichester students. I would recommend the University to those who are looking to undertake a degree and want to feel valued and supported by their university.”

Sarah Smith – Senior Social Work Practitioner
What makes us different?

• We have an excellent rating in the National Student Survey.
• We focus on teaching quality as our first priority. Teaching staff are accessible and approachable.
• All our teaching staff have extensive, professional practice experience.
• Students are supported in small tutor groups. Each student has a personal tutor who works with them for the duration of the course.
• The department has been instrumental in producing a large number of nationally recognized books aimed at undergraduate students.
• We have high-quality partnerships with employers.
• The department has had 100% success in finding appropriate placements for our students.
Social Work (BA Hons)

Social workers try and form relationships with all sorts of people. As adviser, advocate, counsellor or listener, a social worker helps people to live more successfully within their community by trying to help them find solutions to their problems.

Social work also involves engaging not only with clients themselves but their families and friends as well as working closely with other organisations such as the NHS, schools, probation service and the police.

Successful graduates from this programme will be able to register with the Health and Care Professions Council (HCPC) as qualified social workers.

The course begins with a carefully structured induction programme designed to prepare you for the wide range of experiences and learning opportunities you will encounter during the degree. At every level of the course there will be a module to develop personal and professional skills. You will have an allocated personal tutor and a structured tutorial programme to help you link campus-based learning to key social work roles within practice placements totalling 170 days.
Year one modules

**Induction**

**Aims:**
The overall aim of the induction programme is to introduce students to the key roles of social work set out in the Health and Care Professions Council, Standards of Proficiency and the College of Social Work, Professional Capabilities Framework. It will introduce you to the teaching and teaching processes that you will encounter on your course. It will also support you in the foundation and development of effective working relationships with peers and staff.
The specific aims are:

- To familiarise you with the Standards of Proficiency and the Professional Capabilities Framework
- To enable you to extend your knowledge and skills, examine learning strengths and needs and formulate personal learning strategies and plans
- To introduce you to the debates and competing views of the nature, scope and purpose of social work
- To engage you in the on-going exploration and critical reflection upon personal and professional boundaries, social work values and ethical principles
- To enable you to work effectively with, and learn from, service users, in order to increase their awareness and knowledge of the impact of diversity, social inequalities and individual, institutional and structural discrimination
- To support you in the development of strategies for personal care and managing workloads in stressful situations
- To raise awareness about the importance of inter-agency working.
- To equip you with study and research skills

**Indicative curriculum content:**
Specific sessions will be delivered on:

- The ethical and professional boundaries / roles that need to be maintained in social work practice and the implications for inter agency working
- Diversity, social identity, sense of self, personally held values / judgements and assumptions and their connections to social divisions and inequalities
- Key social work values and principles that underpin social work practice
- The contested nature, scope, and purpose of social work
- Working with service users including an exploration of the dynamics of power differentials
- Principles of adult education including individual learning styles and the concept of lifelong learning/taking responsibility for own learning
- Effective verbal /written communication skills including presentation skills, small group work and study skills
- Using the Learning Resource Centre and the Internet as a research tool
- The causes and effects of stress and a variety of strategies for managing self-care
Disability and Social Work

Aims:
This module will:
• Enable you to explore the conceptual nature of disability and the impact of social processes on the lived experience of disability
• To gain a critical appreciation of the impact of policy on the lives of disabled people
• Enable you to identify models of good practice and reflect on its relationship with an anti-oppressive application to social work and care

Indicative curriculum content:
This module will start by considering historical, social and cross-cultural perspectives on disability and learning difficulties. The resulting welfare responses to disability will be explored with a particular focus on personalisation. Disability will be considered across the life course, drawing upon dominant perspectives and the biopsychosocial model.

The notion of care and its impact on the lived experience of disability will be explored. Central to the module will be ethical issues, such as, the potentially competing rights of carers and service users, and risk versus choice and empowerment. Anti-oppressive practice will be a theme throughout the module, with particular attention to simultaneous oppression, social exclusion and hate crimes.

Communication Skills for Social Work

Aims:
• To develop the intellectual and practical skills that will be of value in a variety of situations including working with others, the development of self-awareness, problem solving, reflection and reflexivity
• To prepare you to communicate effectively with a range of people in a complex and diverse society
• To enable you to identify existing skills and knowledge and to take responsibility for developing and using these skills in a competent way
• To introduce you to the ethical issues and codes of practice in relation to intervening in the lives of others

Indicative curriculum content:
The module will focus on an examination of personal, cultural and structural factors which influence interaction. This will provide the foundation for exploring in greater depth the skills that will enhance the students’ personal effectiveness in a range of situations. Topics we will be covering over the course of the module are:

• Fundamental communication skills for working with people, particularly those in vulnerable situations
• The importance of engaging, listening and effective questioning
• Introduction to the importance of self awareness
• Introduction to relationship building skills
• Introduction to reflective practice
• Introduction to understanding and developing learning skills and the importance of research in practice
• Introduction to concepts of boundaries, barriers to communication, power and emotional resilience
• The significance of endings
• Introduction to report writing
• Taking account of social divisions, such as race, ethnicity, gender, age, disability, sectarianism and sexuality

**Developing Skills for Social Work**

**Aims:**
• To build on basic communication and relationship skills in order to prepare you for social work practice
• To develop your understanding of the wider community in which social work takes place
• To introduce you to the perspectives of service users, carers, and the organisations with which social workers liaise and operate
• To enable you to demonstrate and fulfill the Fitness for Practice criteria

**Indicative curriculum content:**
Building on the communication skills explored in the previous module, you will continue to develop the interpersonal, professional and learning skills required for social work, including:
• Understanding the importance of establishing and building relationships
• Understanding how adults learn and develop skills for learning from experience
• Report writing
• Reflective practice
• Observation skills in practice
• The significance of personal and professional power
• The relationship of research to practice and how to apply it
• Self-awareness and self-assessment

In addition you will be given opportunities to explore and apply learning in relation to:
• The profession’s ethical principles and their relevance to professional practice including the HCPC Standards of Proficiency for social workers and the Guidance on Conduct and Ethics for students.
• The importance of personal and professional boundaries and of emotional resilience in social work
• Awareness of own personal values and how these can impact on practice
• Awareness of the differing perspectives of service users, carers and other professions with whom they work
• The principles and practice of supervision in social work
• Introduction to organisations and how they work, the principles of leadership and autonomy, multi-agency working and information sharing
• Assertiveness skills, challenging skills, group work theory and skills and team work

**Introduction to Legal and Policy Frameworks**

**Aims:**
The overall aim of this module is to introduce you to the legal and policy frameworks that underpin social work practice. The module will outline the relationship and key differences between legislation and policy. It will help you to appreciate the differing ideological approaches to social policy and how these may find expression in welfare practice and its underlying legal framework. The aims of the module are to:
• Provide a broad overview of the history of the welfare state in Britain, the development of social policy and its associated legal framework
• Provide an introduction to the English legal system, its processes and procedures
• Introduce you to the key areas of social policy of particular relevance to professional practice
• Explain some of the key terms, concepts, theories and debates in contemporary social policy

Indicative curriculum content:
The module will explore the following themes:
• The evolution of the British welfare state, its underlying principles and key ideological debates
• An introduction to the English legal system, its key structures and terminology
• The development of the legal and policy framework for children’s social care and early years provision
• The development of the legal and policy framework for adult social care
• The evolution of health policy and its implications for professional practice
• Contemporary issues in the provision of welfare benefits.

Introduction to Society and Social Change

Aims:
The module aims to explore societal issues that are integral to an understanding of contemporary professional practice. Students will be introduced to key sociological perspectives as a means of gaining greater understanding of societal structure and social change. A particular emphasis will be given to the exploration of those themes that are essential for understanding structural disadvantage, oppression and discrimination. The module will explore the evolution of attitudinal and social change, ‘received wisdom’ and prejudice. It will focus on topics where knowledge is contested and make links to the underpinning values of professional practice.

You will be encouraged to reflect on your existing knowledge and values and explore the implications for your own practice.

Learning Outcomes
On completion of the module you should be able to:
• Evaluate the relevance of sociology to professional practice
• Discuss how social attitudes evolve and evaluate the role of ideology, the media and politics in shaping public awareness of particular themes and issues
• Discuss the processes which shape and maintain the stigmatisation of groups and individuals
• Evaluate the extent to which age, gender, class and sexuality have an impact on life chances
• Evaluate contemporary understanding of notions of community, neighbourhood and society
**Introduction to Social Work**

**Aims:**
The aims of this module are fourfold:
- To introduce you to social work roles, tasks and settings
- To provide you with a grounding in the historical and social context of social work practice
- To enable you to understand a framework of theories, values, ethics and research mindedness as a foundation for good practice and study throughout the course.
- To develop your ability to think critically and reflectively

**Indicative curriculum content:**
- History of social work including the problematisation and contested nature of its development as a profession
- Social work settings
- Roles and tasks
- Multi-disciplinary working
- Service user perspectives
- Other stakeholders
- International perspectives
- Social and political context of social work practice
- Social work values, personally held values and agency values
- Research mindedness, critical thinking and reflective practice

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**Psychology & Mental Health**

**Aims:**
The aims of this module are to provide you with an understanding of:
- Psychology
- Mental health practice from a biopsychosocial model
- Factors that can increase vulnerability and resilience to mental health problems
- Societal responses to mental health problems
- A broad range of possible professional responses to mental health problems

**Indicative curriculum content:**
This module explores key themes in psychology and mental health. Particular emphasis will be placed developing on understanding the psychological aspect of the biopsychosocial model and utilising this model as a way to inform our practice. It will identify what factors enhance and debilitate mental health and the ways in which professionals may respond and work together to support them. Central to the module will be consideration of how practitioners can combat the stigma, oppression and social exclusion often faced by people with mental health problems.
Understanding Diversity

Aims:
The aim of this module is:
• To enable you to locate and process perceptions and experiences of encountering and negotiating diversity
• To enable you to explore experiences of power, powerlessness and oppression
• To make links between these and the broader conditions in which they are produced
• To offer you an opportunity to move from simple to complex understandings of diversity and oppression

Developing accessible and culturally sensitive anti-oppressive and anti-racist practice is central to all course areas. This module will complement work undertaken in other modules providing a foundation following the Introduction to Social Work, Mental Health and Psychology modules and Disability and Ethics & Professional dilemmas modules.

Indicative curriculum content:
Initial sessions will explore the broad concepts that underpin this module, focussing particularly on the development of social identities and the relationship between diversity, discrimination and oppression. This exploration is based on the initial premise that British society is diverse and includes a wide variety of cultures, within which a social worker may be required to work and the further premise that culture is not value free. Hence, those whose class, identity or culture is seen as being diverse from the norms of the prevailing majority may experience oppression. The impact of prejudice on both policy and service provision will be considered with reference to recent research.

There will be a particular focus on racism within the module, which will be used to exemplify the impact of oppression on people who are marginalised.

Linked Tutorial Programme

Aims:
• To link the learning gained from the academic modules to an understanding of the key roles of social work
• To develop fitness to undertake assessed practice
• To prepare for Assessed Practice

Indicative curriculum content:
The programme will focus on the readiness to practice. Students will be introduced to the six key roles. They will prepare for their practice through discussion of the questions and tasks that will guide them through the first phase of their Practice. There will be particular emphasis on issues of confidentiality and professional boundaries. It will focus on linking the academic modules to the students' experience. There will be guided work on identifying learning needs, which will complement the work of the skills development module.
Year Two Modules

Assessed Practice (Level 5)

Aims:
• To enable you to apply, evidence and analyse competence in the nine domains of TCSW Professional Capabilities Framework.
• To enable you to demonstrate evidence of your ability to work within the Health and Care Professions Council Guidance on Conduct and Ethics for Students.
• To enable you to develop skills in critical reflection in relation to your social work practice
• To enable you to apply appropriate social work skills and methods in practice
• To enable you to demonstrate skills in synthesising information and reflecting critically on social work knowledge

Indicative curriculum content:
There is an expectation that you will undertake practice learning in line with the Domains set out in the Professional Capabilities Framework:

Domain 1 – Professionalism: Identify and behave as a professional social worker, committed to professional development
Domain 2 – Values and ethics: Apply social work ethical principles and values to guide professional practice
Domain 3 – Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
Domain 4 – Rights, justice and economic wellbeing: Advance human rights and promote social justice and economic well-being
Domain 5 – Knowledge: Apply knowledge of social sciences, law and social work practice theory
Domain 6 – Critical reflection and analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
Domain 7 – Intervention and skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse
Domain 8 – Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings
Domain 9 – Professional leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management
**Ethics and Professional Dilemmas**

**Aims:**
- To develop the ability to apply philosophical ethics and ethical reasoning, as a tool for exploring value dilemmas and conflicts in inter-personal and professional contexts.
- To enable you to critically examine values and to consider in greater depth the range of factors, including organisational, cultural and political influences, which inform their judgements.
- To equip you to understand and work within the context of contested debate about the nature, scope and purpose of social work in an unequal society.

**Indicative curriculum content:**
- Philosophical ethics, to include principle, relationship, virtue and radical approaches.
- Ideology, the process of formation and change.
- Critical exploration of the relationship and the tensions between personal values, professional codes of conduct, organisational and societal values.
- An analysis of traditional and radical values in social policy and social care will lead to an exploration of social justice and the theory and practice of empowerment, with reference to partnership, user participation, anti-discrimination, anti-oppression and anti-racism.
- Conflicting accountability: tensions in the professional role.
- Power and authority: giving and withholding information.
- Confidentiality.
- Analysis of human rights issues currently relevant to social work.

**Law in Social Work**

**Aims:**
- The aims of this module are to:
- Explore primary, secondary and tertiary legislation, case law and policy relevant to social workers and some other agencies.
- Equip students to understand how to apply legislation, case law and policy in their practice.
- Equip students to understand the relationship between the law and anti-oppressive practice and social justice.

The module also aims to allow students to gain knowledge of the law relevant to their particular or intended area of practice and to evaluate the impact of the law on themselves as social workers and the service users with whom they work.

**Indicative Curriculum Content:**
Students will consider the role of the social worker within the legal system. You will explore the difference between ‘legal rules (doing things right), the ethical or moral dimension (doing right things), or the use of law to promote human rights, equality and social justice (rights thinking)’ (Braye and Preston-Shoot 2012:1). Practice implications will be discussed and the power of the legal framework explored. You will also be expected to visit a court and to reflect on the impact of that experience.
The major statutory responsibilities of social work agencies will be examined and evaluated and linked to the major relevant pieces of legislation. In particular, attention will be paid to legislation relating to children and adults, issues of safeguarding and empowerment. You will also gain an understanding of how the law inter-connects, for example, how child protection may also raise issues of domestic violence and mental health. Agency roles and procedures will be placed within the context of the legal framework.

You will be expected to be critically aware of the value conflicts that use of the law manifests and to think in a service user centred manner of the meaning and impact of these conflicts. Use of the law as a means of either oppression or empowerment will be discussed and placed within the wider context of anti-oppressive practice.

**Social Work Methods**

**Aims:**
The aims of this module are to:
- Explore the nature of evidence and knowledge based practice
- Explore how choices about social work interventions can be made
- Introduce students to a range of social work methods
- Develop an understanding of the implicit and explicit ethical and value base underlying such interventions

**Indicative curriculum content:**
- What is meant by a social work method, and the relationship between this and the care management approach?
- An exploration of the meaning of evidence based practice. To what extent social work is a rational technical process or a practical moral activity
- A critical introduction to some key social work approaches, which will include:
  - Task-centred casework
  - Cognitive behavioural approaches
  - Systems/Ecological approaches
  - Social constructionist / narrative/ solution focused approaches
  - Psychodynamic casework
  - Community social work
  - Advocacy and empowerment approaches

**Understanding Group Dynamics**

**Aims:**
This module will build on previous skills modules with a particular emphasis on effective working with groups and teams. It will prepare you to work within multi-disciplinary and multi-organisational teams, networks and systems.

Specific aims are:
- To enable you to develop and maintain a variety of effective working relationships
- To develop skills in contributing to the successful formation, development and work of groups and teams
- To examine disagreements and conflict in relation to self and others
- To extend existing skills to promote individual growth, development and independence in working with groups
Indicative curriculum content:
The module will focus on an examination of personal, cultural and structural factors which influence interaction in groups, teams and organisations. This module will enable you to enhance existing skills with groups, networks and systems as well as multi-disciplinary and multi-organisational teams, networks and systems. Topics covered include:
• Human agency at the macro (societal), mezzo (organisational and community) and micro (inter and intra personal) levels
• Processes and dynamics of groups, teams and organisations
• Roles in groups and teams, including leadership
• Stages in development in groups and characteristics of effective groups and teams
• Power sources and influences in groups, teams and organisations
• Organisational cultures and social processes
• The impact of policy upon practice, including managerialism
• The causes, effects and effective strategies for managing and resolving disagreements
• Responsibilities and expectations relating to personal and professional boundaries
• Observational research methods and ethics

Human Growth and Development

Aims:
The aims of this module are to:
• To introduce you to theories of physiological and psychological development
• To explore the social and psychological development of children and adults throughout the life course
• To explore difficulties in physiological, psychological and social development
• To consider cultural and gender perspectives in relation to development
• To explore the effects of social problems on development and socialisation

Indicative curriculum content:
The module starts with the assumption that you may have little knowledge of human development and you will be introduced to the basic theories and concepts underpinning development and socialisation through the life course. It will draw on psychological theories of development as well as relevant aspects of sociological theories. The module will examine some more specific developmental issues in more depth, for example bereavement and loss. There will be an emphasis on an ecological approach to development and socialisation. Where appropriate reference will be made to cultural issues from an international perspective.
**Safeguarding**

**Aims:**
The aims of this module are to:
- Raise the awareness of human development as a life-long process
- Consider the concept of well-being, and the impact of abuse
- Develop awareness of situations which undermine the welfare and well-being of children, young people and adults
- Prepare you to recognise signs of abuse of children, young people and adults and respond to this appropriately
- Familiarise you with the relevant legislation, policies and procedures in relation to domestic violence and safeguarding children and adults

**Indicative curriculum content:**
The module will consider safeguarding adults, child protection and domestic violence as inter-related rather than in isolation. The notion of safeguarding children within a context of need and risk will be explored with particular reference to the concepts of ‘significant harm’ and ‘good enough parenting’. This understanding will be located within a relevant legislative policy and procedural framework e.g. Sects 17, 47 and 20 of the Children Act 1989, Working Together 2010 (which is currently under review) and the Sussex Local Safeguarding Children’s Board (LSCB) Child Protection Procedures (these are only available online at www.westsussex.gov.uk/lscb).

Safeguarding adults will be seen to have followed a similar evolution to child protection, however, the significance of capacity will be explored in relation to abuse, the legislation and local policy. Anti-oppressive practice in relation to people who have been abused will be a theme which runs throughout the course. You will also explore the signs and symptoms of abuse, issues of disclosure and confidentiality, the use of supervision and the appropriate referral process if child protection safeguarding adults and/or domestic violence issues are involved.

**Linked Tutorial Programme**

**Aims:**
- To link learning from the academic modules with HCPC Standards of Proficiency and the Guidance on Conduct and Ethics for students
- To integrate learning from all the programme modules with the practice curriculum

**Indicative curriculum content:**
The programme will follow a series of activities that seek to develop your capacity to reflect within a group and individually. The programme will also include a focus on the application of professional standards in practice placements.
Year Three Modules

**Assessed Practice (Level 6)**

**Aims:**
- To enable you to apply, evidence and analyse competence in the nine domains of the TCSW Professional Capabilities Framework at qualifying level
- To enable you to demonstrate evidence of your ability to work within the Health and Care Professions Council (HCPC) Guidance on Conduct and Ethics for Students
- To enable you to develop skills in critical reflection in relation to your social work practice
- To enable you to apply appropriate social work skills and methods in practice
- To enable you to demonstrate your ability to synthesis information and critically reflect on knowledge
- At the point of qualification, you are expected to have developed analytical techniques and problem solving skills relevant to social work practice and be able to demonstrate personal responsibility and decision-making in complex and unpredictable professional situations. This module aims to enable you to demonstrate your readiness in the assessed year in supervised employment (AYSE)

**Indicative curriculum content:**
The student will undertake practice learning in line with the Professional Capabilities Framework Domains appropriate for the final placement:

**Domain 1 – Professionalism:** Identify and behave as a professional social worker; committed to professional development

**Domain 2 – Values and ethics:** Apply social work ethical principles and values to guide professional practice

**Domain 3 – Diversity:** Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

**Domain 4 – Rights, justice and economic Wellbeing:** Advance human rights and promote social justice and economic well-being

**Domain 5 – Knowledge:** Apply knowledge of social sciences, law and social work practice theory

**Domain 6 – Critical reflection and analysis:** Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

**Domain 7 – Intervention and skills:** Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

**Domain 8 – Contexts and organisations:** Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings

**Domain 9 – Professional leadership:** Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management
**Observing, Understanding & Interpreting Complexity**

**Aims:**
- To prepare student social workers to meet the readiness to practice requirements (PCF, HCPC & TCSW)
- To meet the aims of threshold requirement for entry into social work (the HCPC standards of proficiency for qualifying social workers)
- To demonstrate professional competence to work with a range of user groups, and the ability to undertake a range of tasks at a threshold level
- To develop capacity to work in more complex situations that require specialist knowledge, understanding and skills required for successful practice in multi-agency settings
- To be able to demonstrate an ability to work more autonomously, whilst recognising that any final decisions rest with their supervisor and seek appropriate support, guidance and supervision

**Indicative curriculum content:**
The emphasis given to aspects of the content outlined below may be modified in order to respond to emerging debates in policy and practice. Key areas are as follows:

- **Child-centred practice:** Observation & direct work or
- **Person-centred practice:** Adult observation within a care setting & direct work e.g. dementia or institutional care mapping
- Service user and carer perspectives
- Critical explorations and application of development theories’ (attachment, separation and loss) cultural limitations
- Multi-agency, collaborative partnership working and the distinctive nature of the social work role
- Research critiques of current practice alongside models of good practice
- Child-centred lecture content will focus upon the critical exploration of child development theories (attachment, separation and loss); cultural limitations and application to practice, involvement of children in the Department of Health assessment framework; the assessment of parenting capacity within an ecological context and working with Looked After Children in family placements
- Person-centred practice on adults in the lecture content will focus on dual diagnosis, substance misuse, self-neglect and safeguarding, dementia, personalisation, working with risk, palliative and end of life care
Reflection, Analysis and Decision Making

Aims:
• Prepare student social workers to meet the readiness to practice requirements (PCF, HCPC and TCSW).
• Meet the aims of threshold requirement for entry into social work (Standards of Proficiency, HCPC)

Indicative curriculum content:
Skills-based learning and development linked to practice placement opportunities and the readiness to practice requirements:
• Practice tools and methods for specialist work with children, young people, vulnerable adults and people with special needs.
• Assessment, planning, information gathering and synthesising
• Risk assessment
• Risk management
• Assessment and decision making
• Planning interventions
• Analysing and presenting an argument
• Writing reports
• Law in practice and working in courts
• Working with conflict, resistance and hostility
• Stress management
• Resilience and self-care
• Effective use of supervision

Research Methods

Aims:
The module aims are to:
• promote individual understanding of methodological issues
• increase awareness of research mindedness, qualitative, quantitative and mixed research methods
• link evidence based research to professional practice
• enable the use of skills such as communication, observation, evaluation, planning, recording and collecting information
• offer opportunities to analyse, interpret and synthesise literature

Indicative curriculum content:
• Application of qualitative, quantitative, statistical and mixed methods to social work practice
• Key terminology, concepts and ideas.
• Ethics, values and bias
• Research approaches such as ethnography, evaluation and grounded theory
• Research design and instruments such as observation, interviews and questionnaires, focus groups and surveys
• Data collection and analysis
• Basic statistics, populations, samples and representativeness
• Validity and reliability measures
• Research ideas, questions, designs, instruments and outputs
Dissertation

Aims:
• To explore research in Social Work as a professional discipline
• To examine research philosophies and strategies, identifying their strengths and limitations in relation to research questions and how they might be used together to achieve optimum impact
• To explore the contribution of literature reviews and the value of adopting a structured approach to literature searches
• To examine the ethical dilemmas encountered in Social Work research
• To develop research skills utilising library-based, electronic and related media
• To improve independent learning, planning and self-management skills

Linked Tutorial Programme

Aims:
• To link learning from the academic modules to the HCPC Standards of Proficiency and the Guidance on Conduct and Ethics for students
• To support and guide you through the final year programme
• To support the development of critical evaluation and reflection

Indicative curriculum content:
The programme will follow the sequence of academic modules. The programme will address professional standards which closely relate to competence in practice.

When I first attended the University I was assured that were I to enrol I would be supported by a staff team committed to ensuring that my experience was a positive one. The University were true to their word.

Degree courses that incorporate vocational-based training opportunities are very challenging, what with having to juggle placement, academic and personal commitments. The support afforded to me by the course tutors and support staff was truly invaluable and contributed significantly to me successfully completing the course.

Furthermore, utilising the skills I developed enabled me to successfully apply for a senior practitioner role in a community team within four years of qualifying.

Despite since moving to another county to work, such was my positive experience at Chichester, I chose to return there to complete my Post Qualifying Award and practice educator qualifications which has enabled me to be in a position to support students in placements. I would definitely recommend the University to anyone wanting to complete a Social Work qualification.

Paul Tavender
Senior Social Work Practitioner
Career Opportunities

Successful graduates from this programme will be able to register with the Health Care Professions Council as qualified social workers.

Our Careers team offers friendly and confidential support from the start of your course right through until after you graduate.

**Typical areas where we support students at Chichester are:**
- Career planning and decision-making
- Evaluating individual preferences, skills and motivations and turning these into potential careers
- Researching career ideas
- CVs and job applications
- Preparing for interviews
- Psychometric testing
- Graduate job hunting
- Progressing into postgraduate study
- Gaining relevant skills or experience
- Developing career management skills

**Jobs directly related to your degree**
- Community development worker
- Youth worker
- Community education officer
- Careers adviser/personal adviser
- Advice worker
- Equality and diversity officer
- Speech and language therapist
- Community development worker
- Museum education officer
- Youth worker
- Careers adviser/personal adviser
The Department
All of our staff have experience of working within a statutory or voluntary social work agency, which means we are able to combine a professional qualification with an academic degree. We are a team of academics and social work practitioners, with research and practical experience ranging from child protection to substance misuse, learning disabilities to hospital-based social work, and many more.

We see our role as educators to support the development of knowledgeable, questioning and independent thinkers in the discipline of social work, and to ensure our education is evidence informed and dynamic. We seek to develop and promote social work learning through the linking of research and teaching and the involvement of those who use and provide social work services in the courses’ design, delivery and assessment.

We have considerable experience in post-qualifying social work training, so you can be sure we are up-to-date with the whole range of issues in social work practice. The benefit of having a small department is that we can ensure personal contact and provide outstanding services and support throughout your degree. We have a remarkable record in providing social work students with a variety of challenging and stimulating placements. We constantly work towards expanding this range of placements.

We aim to link you with a tutor who will get to know you personally and who will stay with you throughout your course. They will spend time with you in order to develop an overview of your progress and plans to meet your particular needs.
Our employability pledge

We understand the importance of ensuring that you have the knowledge, skills and experience to compete successfully in today’s challenging jobs market.

In addition to the work placements and sector-specific employability and enterprise modules that many of you will have embedded in your course, we have developed a student and graduate internship scheme.

Our commitment is to make sure that students and graduates from all disciplines who register on the programme, and successfully complete the necessary preparation, have the opportunity to apply for carefully matched internships.

This programme aims to ensure that you will graduate with:
• a focused high-quality CV
• interview and selection centre preparation
• the ability to identify and articulate transferable skills
• experience of a recruitment process
• substantive relevant work experience
• workplace skills
As part of the programme we aim to:

• provide a free matching service to identify the needs and aspirations of both graduates and employers
• identify and promote short-term student employment opportunities with a focus on specific sectors
• ensure that there is a range of opportunities to be provided including internships, both short and long in duration.
• sign-posting Chichester graduates to other universities’ internship schemes in their home area, where available.

* Gaining an internship is the result of a competitive interview process with the prospective employer so an internship cannot be guaranteed. The programme is intended to provide a progressive work experience package tailored both to your course and their your aspirations on graduation.
Staff profiles

Pia Parry
Head of Department
Pia is Head of Department for Childhood, Social Work and Social Care. Her qualifications include MA in Therapeutic Child Care (Reading) and ILM Diploma in Management. She is a qualified Social Worker, practice teacher and nursery nurse (NNEB). Pia has over twenty years experience as a practitioner and manager working in a range of private and statutory organisations including Social Services, Health and Education. Her experience includes working with children with disabilities, those in need of care and protection and family support as well as those in need of therapeutic services such as children who have experienced trauma and abuse. Her interest in person-centred work and the development of staff comes from her experience in working with people from different backgrounds and talents. She believes that through education and personal development the greatest difference can be made.

Pia joined the University of Chichester in 2005 and, together with the team here, has supported more than three thousand students to achieve their aspirations. She very much looks forward to helping you to achieve yours.

Sam Baeza
Admissions Tutor
Sam graduated with a Psychology degree in 1985. He then worked as a residential social worker until he gained his Certificate of Qualification in Social Work in 1988. Once qualified, Sam initially worked as a generic social worker, but later specialised in child care. He held a number of qualified posts, but then specialised in working with adults alleged or convicted of abusing children. He worked for four years as a member of the West Sussex Risk Assessment Team and during this time he obtained an MSc in Forensic Psychology from Leicester University. Sam further specialised in assessing and treating male adult sex offenders and moved to work at the Lucy Faithful Foundation’s Wolvercote Clinic in Epsom, which specialised in the assessment and treatment of high-deviance, high-risk men.

Sam left the clinic in 2003 and worked for West Sussex Children Services in their Child Protection Unit as a Child Protection Adviser until February 2006 when he joined the University of Chichester.

Sam’s main interest remains in the area of child protection and specifically within the sexual offending field. He was a National Executive member of NOTA (National Organisation for the Treatment of Abusers) and was editor of NOTA News. He was also in the editorial Board of the Journal of Sexual Aggression.
Sam has been a key note speaker and has presented papers at a number of conferences. He continues to work as an independent assessor of sexual offenders. Sam is also an external examiner for a MA Course at a large North of England University.

Jim D’Authreau  
Senior Lecturer  
After taking a BA (Hons) in Chemistry, Jim worked for a Postgraduate Diploma in Applied Social Studies (CQSW) at University College, Cardiff, followed by a Postgraduate Diploma in Family Therapy. After qualifying as a social worker in 1976 he subsequently worked in generic social work in Berkshire and then in Westminster for nine years, where he moved through Adult Psychiatry into Child Psychiatry and Paediatrics at the Marlborough Family Service, a multidisciplinary Family Therapy Unit.

Jim has a longstanding interest in Family and Systems Therapy, and in 1988 trained as a family therapist at the Middlesex School of Medicine. Working in London’s West End, Jim became involved with the young single homeless, many of whom were or had been in care. For nine years he was chair person of the Soho Project, an independent youth work agency, providing detached youth work in the Soho and Covent Garden region. Jim lectures on both the BA in Social Work, where he leads the Human Growth and Development module in year one, and the independent research study (the dissertation) in the final year. He also contributes to the post-qualifying courses in social work. He is particularly interested in the experience of children in public care and in family work. Jim has carried out research into the education of looked after children and is currently undertaking a year long evaluation study of the ‘contribution to personal development of a young peoples’ music project.’

David Gaylard  
Senior Lecturer  
David has been a graduate practitioner since 1989 with a diverse statutory social work background and remains a registered practitioner with the HCPC.

His wide-ranging employment experience includes generic field work in Hertfordshire, specialist adult community mental health work as an Approved Social Worker (ASW) with the London Borough of Wandsworth, work as a Senior Care Co-ordinator with a London-based private provider for those with complex mental health and learning difficulties, hospital social work with the Kensington and Chelsea Social Services and employment as a senior social work practitioner with the Chichester Adult Community Team. David also holds a practice teachers award from Goldsmith’s College, University of London and has supervised a variety of MA students from their programme.
Prior to joining the University of Chichester in 2006, David was a social work team manager (Older Persons’ Team) with Portsmouth City Council. In addition to his social work training, David has also trained and worked in the NHS as a registered general nurse (RGN) at St George’s Hospital, London. In 2008, David obtained an MA in Management (Health & Social Care Services) from the University of Chichester.

David’s research and writing interests include adult safeguarding, collaborative working, diversity issues within social work practice and mental illness. David is currently undertaking a Doctorate in Social Work (DSW) at the University of Sussex examining the role of personalisation under austerity.

Andy Mantell
Senior Lecturer – Level 6 Co-ordinator
Andy graduated in Social Anthropology from the University of Wales in 1986 and qualified as a social worker at Edinburgh University in 1991. In 2006 he received his DPhil (Social Work and Social Policy) from the University of Sussex. The title of his research was Huntington’s Disease: The Carer’s Story. He has worked in a range of social work settings and specialized as a hospital social worker in the field of neurodisability. During this period he also qualified as an Approved Social Worker and Practice Teacher.

Andy joined the University of Chichester in 2005, but has retained his interest in neurodisability and remains on the committee of the International Network of Social Workers in Acquired Brain Injury and the editorial board of the Journal of Neurodisability.

Janet McCray
Reader in Social Studies
Janet was educated at the University of the South Bank, London, the University of Portsmouth, where she was awarded an MSc in Policy and Professional Studies, and at the University of Southampton where, in 2002, she was awarded a PhD in Social Work Studies. Janet is also a registered nurse (for individuals with learning difficulties) and a registered nurse tutor.

Janet has had a wide range of practice and academic experiences, and has undertaken and published research in the field of interprofessional learning and practice. She has undertaken a considerable amount of external examining and consulting at such institutions as the Universities of Hertfordshire, Greenwich, the South Bank and Cambridge.

She has received research funds from a number of authorities, including: £25,000 research funding to investigate the qualities of the learning disability practitioner. The project involved participation of people with learning disability and their families as well as professionals, and was funded by the Bristol, Avon Gloucester and Swindon NHS trusts.
Marie Price  
**Senior Lecturer & Level 4 Co-ordinator**  
Marie qualified as a social worker in 1986 and worked in a variety of social work settings including fostering and adoption and end of life/palliative care in both voluntary and statutory settings. She is particularly interested in loss, change and bereavement and how these experiences impact on individuals, relationships and groups and organisations throughout the life course. Providing, and ensuring, social workers have good and effective supervision at any stage of their career is also a passion. In addition to social work Marie has qualifications in counselling, couples counselling and group work. She also holds an MA in Transpersonal Arts and Practice (Supervision).

Sue Bull  
**Senior Lecturer – Level 5 Co-ordinator**  
Following her BA in History at Reading, Sue embarked on a career in social care with children in 1976. Having worked with adolescents and then younger children in residential care for Wandsworth Council, Sue undertook her Masters and CQSW at the University of Sussex, qualifying in 1987. After a spell managing a residential family centre, she moved to work in Sussex as a generic and then childcare field worker in Hove. During this time Sue trained and practiced as a Social Work Practice Teacher. In both these posts Sue developed her interest and had some training and experience in family therapy and these ideas have continued to inform her thinking.

In 1996 Sue moved to work in the voluntary sector, setting up, developing and managing a family centre service, commissioned by West Sussex County Council and provided by the Family Welfare Association (recently re-named Family Action). This service provided a range of assessment and support service to families with children in need, often in child protection or court proceedings. Being a project manager for a national charity was a huge challenge, learning experience and an extremely rewarding opportunity to be creative. In this post Sue was encouraged to develop her team building, management and supervision skills and became a Practice Assessor for the Post Qualifying Childcare Award. She also taught for two years at Northbrook FE College. Sue and her team worked closely with West Sussex Children’s Services and their staff throughout this time. Amongst other things, she helped them develop their practice guidance, and provided training, for undertaking parenting assessments. Sue also developed a service that provided creative arts therapy to children from families with substance misuse problems. Early in 2010 Sue was involved in managing a research project funded by CWDC looking at group work with women with perinatal depression.

Sue retains a fundamental interest in child development, therapeutic and direct work with children. She has wide experience of social work with parents, carers and families, and in particular those with mental health, substance misuse or learning difficulties. She is particularly interested in how the voluntary sector contributes to services for children and families and what we can learn from their ideas, including involving and empowering service users.
Chris Smethurst  
Senior Lecturer

Chris began his career as a community worker in an inner city, developing projects to work with older people and carers who were isolated or in poor health. A spell as a volunteer co-ordinator was followed by youth work and residential child care. Moving to services for people with learning disabilities, Chris developed particular interests in working with people with challenging behaviour and communication difficulties. Eventually leaving management for field social work, he worked with people with learning disabilities, carers, mental health and substance misuse. Chris currently co-ordinates our Continuing Professional Development programmes.

Jo Strang  
Placement Co-ordinator

Jo was educated at Leicester University gaining her BSc in Sociology in 1996 and her MA in Social Work with DipSW in 1999. Before qualifying as a social worker, Jo gained a variety of experience including Youth Work, teaching English as a foreign language, working for the National Autistic Society, volunteering on an independent living scheme and spending short amounts of time volunteering on projects in Edinburgh, Sardinia and Japan with International Voluntary Service (IVS).

On qualifying, Jo went to work for Kent County Council as a Children and Families Social Worker. She then returned to Leicester to work on a specialist team undertaking intensive short-term work with families. Her next job at The Centre for Fun and Families entailed running groupwork programmes for parents experiencing difficulties with their children's behaviour.

She developed a groupwork programme for teenagers that complemented the parenting programme. This has now been widely delivered in Leicester and Leicestershire. At this time Jo undertook her Practice Teacher's Award.

Jo moved on to work for ChildLine, firstly as the East Midlands and East Anglia CHIPS (ChildLine in Partnership with Schools) Co-ordinator and then as the Training and Outreach Co-ordinator for Scotland. This role involved training children, young people and adults in many areas linked to anti-bullying issues and positive peer relations.

Until recently Jo has been working for Action for Children, managing a Family Support Project in Glasgow. Whilst in Scotland she also undertook a post-qualifying course at Edinburgh University ‘Listening to Children, research and consultation skills’. She has received training from Brief in solution-focused approaches and is trained as a Family Group Conference Facilitator and ASIST (Applied Suicide Intervention Skills) trainer. Jo undertakes some freelance work completing form F assessments of prospective foster carers. Jo's interests lie in direct work with children and families to try and affect positive change.
Kish Bhatti-Sinclair  
Head of Qualifying Social Work Programmes

Kish has extensive experience of working with social work and social care organisations on the development of anti-racist social work and ethical practice. Kish’s research and scholarship has yielded a substantial body of work, providing academics and social work practitioners with expertise on how racist attitudes or behaviour can impede social work practice. This has culminated in the book titled Anti-Racist Practice in Social Work (2011) by Palgrave Macmillan. Theoretically based and tested in the field, the book represents a conceptual breakthrough in analysing how institutionalized racism, as represented by laws and policies, affects social work practice both in the UK and more globally. The Knowledge for Social Work Practice is one of 20 chapters selected from Palgrave authors for inclusion in the Social Work Toolkit, a digital product was launched in May 2012.

Jon Old  
Senior Lecturer – Practice Learning Coordinator

Jon has had extensive experience in the field of Social Care and Social Work. Before joining the University of Chichester he worked for West Sussex County Council, most recently within the Family Resource Team, working with families at risk of breakdown and utilising therapeutic methods to enable children within the care system to return home. During this time Jon also coordinated a team of practitioners delivering Solution Focused Brief Therapy. Within the statutory setting, Jon has also worked in Child Protection, Youth Offending Service, and was involved in the first pilot of co-located multi-agency working in West Sussex. Added to this, he has also worked with substance misusers in a Prison setting.

Prior to his work within Statutory Social Work, Jon worked within the NHS and the voluntary sector. His roles in the NHS focused on medical and palliative care for older people, and mental health. In the voluntary sector, Jon worked with unaccompanied asylum-seeking young people and indigenous young people considered not in education, employment or training. Jon has also worked with those considered to have physical and learning difficulties with the aim of achieving independent living.

Jon’s research and writing interests include the use of oppressive, persuasive and empowering language within social work, cognitive and emotional dissonance in transitioning social work students, substance misuse and specifically the use of heroin as a viable treatment option for those addicted to heroin. He is also interested in the impact of ‘labelling’ on societal groups and individuals, as well as politics and social policy.
Tracy Vine  
Programme Administrator  
Tracy provides administrative support for the Social Work and Social Care subject area, including maintenance of student records and files, register monitoring, assignment submission and return and dealing with general queries from students and visitors. She deals with admissions enquiries, admissions documentation and processes; provide admin support to Kish Bhatti-Sinclair, Head of Qualifying Social Work Programmes and the rest of the Social Work & Social Care team. Tracy is responsible for the administration of funds to pay agencies for student placements, HCPC and NHS admin contact, updating handbooks, administration of assessment results and distribution to External Examiners.

Sarah Oliver  
Programme Administrator  
Sarah provides administrative support for the Graduate Diploma in Professional Studies, BASW Placements and the Enabling Learning Module. This involves liaising with West Sussex to get the applications for the GDPS, getting students started and registered on the programme at various starting points throughout the year and providing ongoing admin support to Chris Smethurst throughout the programme. Sarah also sends out placement letters to both placements and students and provides continued admin support throughout the placement process for Jo Strang. Her day-to-day duties include assignment processing, student files, responding to general enquiries and attending Programme Board meetings.