Overview of the programme for Practice Educators and On-site Supervisors

The programme operates in accordance with Social Care Wales regulations, specifically the [framework for the degree in social work in Wales](https://socialcare.wales/cms-assets/documents/The-Framework-for-the-Degree-in-Social-Work-in-Wales.pdf) and its [supplementary guidance](https://socialcare.wales/cms-assets/documents/Guidance-to-the-rules-Social-work-degree.pdf). The programme is structured into three stages.

In Year 1, students will complete Stages 1 and 2, with most of the academic teaching provided in the autumn term. Stage 1 and 2 placements occur during the winter, spring, and summer terms (approximately January to June). Assessments for Stages 1 and 2 are conducted throughout the academic year.

In Year 2, students will complete Stage 3, with most of the academic teaching also provided in the autumn term. The Stage 3 placement takes place during the winter, spring, and summer terms (approximately January to June). Assessments for Stage 3 are conducted throughout the academic year.

An overview of each stage and the teaching and learning content covered is provided below. This should help guide your expectations of what students should know by the time they start each of their three placements.

|  |  |
| --- | --- |
| Year | By the start of their stage 1 and stage 2 placements, students will have covered the following teaching and learning content: |
| 1 | Anti-discriminatory practice   * Gender * Sexuality * Age * Disability * Race and ethnicity * Welsh language   Human Development   * Baby and infant brain development * Child development * Attachment theory, including how it is often misunderstood and misused * Adolescence and transitioning to adulthood * Ageing, death and bereavement   Understanding evidence   * Ontology and epistemology (what can we know, and how can we know it?) * Research design, sampling, the main differences between qualitative and quantitative research, and research ethics   Principles and Contexts of Statutory Social Work   * Reflecting on the purpose of social work * The Social Services and Well-being (Wales) Act 2014 * Human rights * Professional values and ethics * Use of power * Mental Capacity Act 2005 * Assessment and intervention   Social Work Theory and Practice   * Reflective writing * A history of UK social work * Psychodynamic perspectives * Structural approaches * Systems theory * Cognitive behavioural approaches * Group work * Attentive listening * Being empathic * Working with difference * Asking for clarification |
| Social science perspectives   * Resilience and adversity * Gender and social class * Poverty and inequality * Patterns of crime * Race, ethnicity and religion   Understanding Evidence   * Asking the right questions * Interviews * Using routine and secondary data * Making sense of qualitative data * Making sense of quantitative data   Principles and Contexts of Statutory Social Work   * Mental health * Adult safeguarding * Child maltreatment * Children’s rights * Judgement and decision-making * Youth justice * Disabled adults * Supporting unpaid carers * The context of social work in Wales * Substance misuse   Social Work Theory and Practice   * Strengths-based practice * Human rights and social work * Task-centred and crisis intervention practice * Theoretically informed assessment * Gestalt and working with children * Introduction to Motivational Interviewing * Goal setting * Challenging |
| 2 | By the start of their stage 3 placement, students will have covered the following teaching and learning content: |
| Working with Individuals, Families, Groups and Communities   * Working with Families * Working with Groups * Working with Communities   Working In and Across Organisations   * The bureaucratisation of social work and organisational cultures * Using supervision effectively * How do social work organisations reflect and reinforce inequalities and social oppressions? * Taking a human-rights approach * Family group meetings and co-production * Parental advocacy in statutory social work * Interdisciplinary working * Raising concerns and whistleblowing * Changing policy and practice * Partnership working * Being a social worker in non-social care settings * Interdisciplinary workshop with Occupational Therapy students   Social Work Practice   * Having difficult conversations * Using power and authority effectively * Talking about concerns and consequences * Child neglect workshop with Health Visitor students |