

Northern Ireland Post Qualifying
Education and Training Partnership

Curriculum Guidance

&

Assessment Guidance

For

PQ 6 Module

September 2001

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Introduction

The purpose of this guidance is to provide clarity and consistency in relation to PQ 6 across programme settings and individual portfolios. This guidance is therefore of relevance to Accredited Programmes, Support Programmes and those who are providing guidance on an individual basis to candidates.

It is not possible to produce a prescriptive programme that will meet the needs of all. **Flexibility** is required as Accredited Programmes may have different needs to Support Programmes, who may have different needs to Individual Candidates.

It is also not possible to be prescriptive as each Pathway may have different perspectives. Whilst each will have the basic ingredients of: Context of Work, Skills, Knowledge, Values and Reflection; this may look different within a given Pathway.

There are however a range of common elements within PQ 6, regardless of Pathway, or whether the candidate is a member of a programme or an individual working alone.

The process for Enabling Others is the same whether it is within the context of Supervision, Management, Training or Consultation.

For this reason it is appropriate for all involved in the preparation of PQ 6 to follow the same guidance and adapt as appropriate to meet the needs of individual situations. A basic outline of a PQ 6 Module has therefore been produced.

In order to deliver this module the Programme Provider must develop their own materials appropriate to the nature and context of their programme. Equally so a person using this guidance to work alone will have to seek out appropriate materials that link to their specific pathway.

This Guidance should be read in conjunction with Guidance on PQ 6 of Post Qualifying Award, August 2000.

Guidance on Core Curriculum

PQ 6 = Candidates must demonstrate competence in enabling others through Management, Supervision, Consultation, Practice Teaching or direct contributions to Education and Training.

PQ 6 is one requirement within Part Two of the PQSW. It is important for Programme Developers to regard PQ6 as equal to the other requirements of Part Two, though progression should be evident as this is the final requirement of the PQSW.

The Enabling Others process encompasses a wide range of skills, knowledge and values which mirrors the Social Work process. Applying the Process of Enabling requires an ability to work with complexity within the candidate's own practice.

This document provides guidance as to what Core Curriculum should be covered within an Enabling Others Module. The extent of this coverage will be determined by the Programme Provider or the Trainer who is working with an individual candidate based on that candidate's needs and the work opportunities available to evidence PQ 6.

Programme Providers will need to take account of the nature of their programme and how Enabling Others fits with the rest of their curriculum as well as the need of the candidates.

Independent candidates are recommended to seek support or in the absence of support, follow the guidance offered by the Core Curriculum.

Objectives of Enabling Others Module

By the end of this Module participants will be able to:

- 1. Identify what Enabling Others means within practice.**
- 2. Describe the expected outcomes of Enabling Others.**
- 3. Apply Ethical Practice within the Enabling process.**
- 4. Critically evaluate the application of at least two theories of enabling, one of which must be Adult Learning theory.**
- 5. Apply the process of Enabling Others within their chosen Pathway.**
- 6. Demonstrate Critical Reflection in Enabling Others.**
- 7. Develop an Action Plan that will result in a submission on Enabling Others**

PQ 6 Module Outline

Day One: AM

This session provides the opportunity to set the context for the work of Enabling Others. The Programme Provider should begin with the wider perspective before focusing on the individual. The detail of this session will vary according to the context of the programme or the practice.

1. Defining The Context:

What is Enabling Others within the context of fostering good practice?

◆ Policy Context

- Reference to: Agency Policy or Strategy / Targets on Enabling Others or, in the absence of a formal policy an outline of Agency commitment to the process and ethos of Enabling Others; TOPSS Training Strategy.

◆ PQ Context

- Outline of where Enabling Others fits within PQ framework. Refer to Guidance for PQ6 of Post Qualifying Award May 2000.

◆ Work Context

- Present an outline of what is Enabling Others. Refer to Guidance for PQ6 of Post Qualifying Award May 2000, Enabling Others Framework: Definitions.
- Also outline specifically what Enabling Others is in the specific context being addressed in the programme.

2. Introducing The Process:

How To Enable Others.

◆ Holistic Perspective

- Present Framework For Enabling Others
Refer to Guidance for PQ6 of Post Qualifying Award, May 2000, Enabling Others Framework: Process.

◆ **Individual Perspective**

- Participants identify potential Pathways and expected Outcomes.
Refer to Worksheet and use as guide for in-puts and as tool for participants to begin to plan their work.

Day One: PM

This session provides opportunity to explore in some detail the core or central themes that underpin and inform the Process of Enabling Others. Programmes Providers may wish to focus on particular aspects that relate directly to their programme.

1. Introducing Core Underpinnings

Core Knowledge, Skills and Values that underpin the process of Enabling Others.

◆ **Knowledge**

For Example:

- Adult Learning Theories
- Systems Theories
- Leadership Theories
- Policy, Legislation & Research

◆ **Skills**

- Communication Skills
- Inter-personal Skills
- Groupwork Skills

◆ **Values**

- Social Work Values
- Inclusivity
- Empowerment

Day Two: AM

The sessions for the full day provides the opportunity to address the Process of Enabling Others stage by stage. This Process reflects the Social Work Process. The focus remains on Knowledge, Skills and Values relevant to the Process. The Programme Provider can choose to present common themes within the Process or examine the stages separately, drawing out the pertinent issues of each particular stage.

1. Assessment / Contracting / Planning

The process begins with assessing the need for Enabling to take place. The process continues with contracting and planning to meet that assessed need. This may be a formal or an informal process that may form part of a wider framework of assessment of need or it may be a more spontaneous action that happens as the need arises.

◆ Context For Work

- Assessing what the need is for Enabling to take place
- Defining Roles and Responsibilities
- Identifying Resources
- Helps and Hindrances
- Process for determining effectiveness of Assessment / Contracting / Planning stage

◆ Knowledge

- Is there a model of Assessment, Contracting and Planning is best suited to the pathway chosen?
- What knowledge informs the nature of the Assessment, Contracting and Planning?
- What additional knowledge is required to improve the effectiveness of this stage of the process?

◆ Skills

- What skills are required for Assessing, Contracting and Planning within the chosen pathway e.g. assessing, contracting or planning skills, negotiation skills, interpersonal skills, communication skills, recording skills?

◆ Values

- What value issues require consideration when Assessing, Contracting and Planning within particular pathways? Examples for consideration may include openness and inclusivity.

Day Two: PM

As above.

2. Delivery or Implementation

Presenting the stage of delivering or implementing the Enabling.

◆ Context For Work

- How will the participant implement their plan?
- Who will be responsible for each aspect of delivery or implementation?
- What Resources are required?
- Helps and Hindrances.
- Process for determining effectiveness of delivery or implementation stage.

◆ Knowledge

- What knowledge underpins the delivery or implementation within the chosen pathway?

◆ Skills

- What skills of delivery or implementation apply with the context of the chosen pathway?
- What interpersonal skills are important within the delivery stage

◆ Values

- What values are pertinent to this stage of the process.
- How does the value base impact on the style or model of delivery or implementation?

3. Feedback and Evaluation

Exploring the use of feedback and structures required for evaluation of effectiveness.

◆ **Context For Work**

- How did/will the participant gather user feedback on their Enabling of Others?
- What process is necessary for ensuring quality standards have been met throughout the Enabling process?
- Helps and Hindrances.

◆ **Knowledge**

- What knowledge informs the feedback and evaluation stage of the process?
- What knowledge base is required to undertake effective evaluation of the Enabling process?

◆ **Skills**

- What skill base is required to undertake effective evaluation?
- How are these skills to be evidenced within an evaluation process?

◆ **Values**

- What values are of significance within the process of evaluation.
- What impact does values have on the process of evaluating effectiveness and outcomes?

Day Three: AM

This session provides the opportunity to address the process of Reflection and Self Evaluation as part of professional self development. Programme Providers may also wish to use this day as an opportunity to expand on outstanding issues from in-puts on the two previous days.

1. Reflection and Self Development

How to evidence self-evaluation and reflective practice.

- ◆ **Using User Feedback to inform self development.**
- ◆ **Linking back to relevant knowledge, theory and research used**
- ◆ **Link to underpinning values and ethical practice**
- ◆ **Reviewing Objectives; identifying issues and difficulties**
- ◆ **Reflection on use of self; identify learning**
- ◆ **Reflection on implications for Agency Policy and Practice**
- ◆ **Future development needs**

2. Produce Action Plan

- ◆ **Complete and review Worksheets.**
- ◆ **Prepare Action Plan**

Day Three PM:

This session provides the opportunity to discuss what is required for the Assessment process. Accredited Programmes may have to take account of programme needs and link the Assessment process to other points of assessment within the programme.

1.Guidance For Assessment

Guidelines as to what is expected to satisfy the assessment process.

- ◆ **Present and discuss Guidance For Assessment**

2. Preparation For Assessment

Candidates have the opportunity to discuss individual aspects of their preparation for assessment.

- ◆ **Address issues relating to preparation for Submission**

Guidance For Assessment

General Guidance

1. Submissions for PQSW will be assessed at Honours Degree level. PQ 6 is the final requirement of Part Two of PQSW and therefore should be at this level.
2. Submissions within an Accredited Programme must follow the guidelines provided by that Programme.
3. The Confidentiality Policy must be adhered to. Breaches of confidentiality must be noted by the Assessor and decision taken as to appropriate action.
4. Harvard Referencing system is recommended. The Plagiarism Policy will be followed.

Guidance on Commentary and Evaluation

5. Candidates should identify what they understand the PQ 6 Requirement to mean in relation to their work setting and their work activities.
6. Candidates must explicitly make relevant reference to the Core Requirements integrated within the main body of the work. The legislative and policy context may focus on the content of work rather than enabling others.
7. Candidates should demonstrate understanding of the Enabling Others Process and address the Process in full within their submission.
8. Candidates should ensure the submission clearly addresses the literature and research context relevant to the Pathway chosen as a means of Enabling Others
9. Candidates should refer to evidence which demonstrates their competent practice in Enabling others and be able to analyse the work undertaken.
10. Candidates should be able to identify and evaluate the outcome of their task of Enabling Others and its effectiveness. This evaluation should include reference to the strengths of the work and what they or, where appropriate, their agency might do differently next time.
11. Candidates should be able to reflect upon their development, their learning and their learning needs in relation to developing the practice of others through an Enabling Process.

Guidance on Evidence

12. Evidence should be presented in a clear and unambiguous fashion, clearly marked.
13. The Candidate should make clear which piece of evidence is being referred to and which part of the Process of Enabling Others it is linked to.
14. Evidence should demonstrate the Enabling Others Process as an agreed part of a social work role over a period of time, or a significant project, or a series of events or a combination of these.
15. This maybe a single event or a series of events or intervention with one person. Each stage of the process must be demonstrated.

Appendices

Appendix I Work-Sheets

Appendix II Action Plan

Appendix III Reading List

Enabling Others Module

Worksheet

Day One: AM

Name: _____ Date: _____

1. Describe what Enabling Others means in your work setting.

2. Describe your specific Pathways to Enabling Others

3. Identify related legislation, policy or guidance that informs or drives this work.

4. Describe the expected outcomes of your Enabling process.

Enabling Others Module

Worksheet

Day Two: AM

Name: _____ Date: _____

8. Describe the Process of Enabling:

a) Assessment

What is the basis for the assessment of need taking place?

What issues are involved in the process of assessment?

How will you critically evaluate whether your assessment was effective?

b) Contracting:

With whom will you be contracting?

What issues are involved in the process of contracting?

How will you critically evaluate whether your contracting was effective?

c) Planning:

What are the essential elements of your plan?

How will you critically evaluate whether your planning was effective?

Enabling Others Module

Worksheet

Day Two: PM

Name: _____

Date: _____

c) Delivery / Implementation:

How will you implement your plan?

How will you critically evaluate whether your implementation was effective?

d) Evaluation:

What is your plan for evaluating the success of your enabling process?

Identify these successes.

Enabling Others Module

Worksheet

Day Three: AM

Name: _____

Date: _____

9. Conclusion

Reflect on your development, your learning and learning needs in relation to Enabling Others

What should you or your agency do differently next time?

Enabling Others Module

Action Plan

Name: _____ Date: _____

Purpose: This form is intended to facilitate your plan for Enabling Others?

1. (a) What additional knowledge do I need to assist me in this process and how will I obtain this knowledge?

What additional work in relation to values do I need to undertake?

What additional skills do I need to acquire and how will I obtain them?

Reading List

CCETSW Paper on The Human Rights Act 1998. Practice Teaching Programmes National Conference 2000

Dominelli, L. (1998) *Anti-Oppressive Practice in Context*. Social Work Themes, Issues & Critical Debates. Eds Adams,R. Dominelli,L. & Payne,M. Macmillan.

Honey, P. & Mumford, A. (1986) *Using Your Learning Styles*. Maidenhead.

Kolb, D. (1984) *Experiential Learning – Learning as the Source of Learning and Development*. Prentice Hall.

Parker, J. (1995) *An Anti-Oppressive Practice Framework for the Practice Placement in Social Work: Journal of Practice & Staff Development Vol 4 No3 May 1995*. Pepar.

Shardlow, S. & Doel, M. (??) *Towards Anti-Racist Practice Teaching*. Journal of Practice Teaching Vol 6 No3.

Thompson, N. *Personal Effectiveness – Making Things Count*. Journal of Practice & Staff Development Vol 6 No1 July 1997. Pepar.

Traynor, C. (1998) *Social Work in a Sectarian Society*. Social Change in N. Ireland. CCETSW.

Yu, P. (1998) *Racism and Anti-Racist Practice in N. Ireland: Implications for Social Work*. Social Change in N. Ireland. CCETSW.