Dr Joanne Westwood

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COURSE PROGRESSION MAP

Unsure which course is right for you? Take a look at our career map to see which jobs each course could lead to.

CAREER PROGRESSION MAP

Social Work, Care and Community

Community Leadership

Social Work

Community and Social Care Policy and Practice

Children, Schools, and Families

Volunteer coordinator

Youth worker

Secondary school teacher

Family support worker

International aid/development worker

Teaching assistant

Foster carer

Learning mentor

Advice worker

Community development worker

Housing officer

Civil Service administrator

Adult social care social worker

Drug and alcohol services recovery worker

Criminal justice worker

Mental health social worker

Youth offending social worker

Fostering & adoption social worker

Learning disability social worker

Education administrator

Charity officer

Charity fundraiser

Outdoor activities/education manager

Further education teacher

Fostering & adoption social worker

Community education officer

Further education teacher

Unsure which course is right for you? Take a look at our career map to see which jobs each course could lead to.
LIFE AT UCLAN

SMALL CITY WITH A BIG PERSONALITY
SITUATED IN THE HEART OF THE NORTH WEST OF ENGLAND, THE CITY OF PRESTON IS VIBRANT, CULTURAL AND FRIENDLY WITH PLENTY OF ACTIVITIES AND EVENTS TO KEEP YOU ENTERTAINED.

ACADEMIC EXCELLENCE
UCLan’s Social Work provision has been ranked 5th in the UK by the Guardian 2020 University Guide and the National Student Survey (NSS) 2019, saw us placed at 2nd in the North West for overall satisfaction. Our Children, Schools and Families was 10th in the UK and 3rd in the North West for overall satisfaction and 8th in the UK for learning resources.

EMPLOYABILITY
Student’s are supported throughout their degree to gain practical experience through placement opportunities, work experience and volunteering. UCLan’s BA (Hons) Social Work boasts a 100% positive outcomes six months after graduation and 90% received a good honour’s (first or 2:1). Our BA (Hons) Children, Schools and Families and BA (Hons) Community and Social Care: Policy and Practice both have over 93% of graduate students in employability or continued study 6 months after graduation. (DHLE, 2018).

THE STUDENTS’ UNION REPRESENTS OUR STUDENTS AND THEIR INTERESTS BY CREATING CHANGE, PROVIDING GREAT OPPORTUNITIES AND HELPING WHEN NEEDED.

As an independent body, just some of the ways in which they enrich the lives of our students include:

- Independent advice
- Employment, volunteering and skills development
- A huge variety of societies; from Quidditch and Anime, to Nursing and Midwifery
- Sports Clubs
- Safety bus
- NUS discount card (fee applicable)

As well as providing our students with lots of benefits, they also manage some great places to hang out like Source Bar and The Atrium Café.

INTERNATIONAL OPPORTUNITIES
UCLan has exchange agreements with almost 100 universities from around the world, whether it’s Europe through the Erasmus+ scheme, our Worldwide Exchange programme where we have partners in the USA, Canada, Mexico, Australia and Hong Kong or ISEP, which offers up the rest of the world.

Study undertaken and passed abroad will be credited to your degree so whether you go for a semester or a year, it will not result in extending the length of time it takes to complete your degree programme.

FOUNDERAL ENTRY PROGRAMME

Why a foundation entry?

In the School of Social Work, Care and Community we are committed to helping you lay the foundations for degree success. If your qualifications do not meet the current admission requirements for direct entry on to an undergraduate honours degree programme, then Foundation Entry could be for you.

This foundation year of study will give you the knowledge, skills and confidence to succeed at Honours degree level, whilst enjoying a full student experience right from the start. You will receive extra support to help with your transition to University life. By applying for a four year integrated Foundation Entry degree, eligible students will also have access to student loan funding for the full four years.

What are the entry requirements?

Typically a Foundation Entry student will have some further educational qualifications or equivalent life experience and applications will be considered on an individual basis. We therefore welcome applications from people with relevant work or life experience or non-standard qualifications.

International opportunities

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Study undertaken and passed abroad will be credited to your degree so whether you go for a semester or a year, it will not result in extending the length of time it takes to complete your degree programme.

ACCOMMODATION

You may live locally or you may want to live on campus. Either way, there’s lots to do when you’re here. UCLan is dedicated to ensuring that all our students enjoy high standard accommodation throughout their stay at the University.

SCHOOL OF SOCIAL WORK, CARE AND COMMUNITY

uclan.ac.uk/socialworkschool  @UCLanSocialWork
Social Work

Social workers work with a wide cross section of society, which includes a significant proportion of some of the most disadvantaged and excluded people in our society. Do you think you have what it takes to help these people? Our social work courses have been developed in partnership with a range of key stakeholders, including social work service users and carers, and representatives from social work agencies. Successful completion of one of our Social Work courses will provide you with knowledge, skills and understanding of the fast-changing world of social work, and will enable you to apply to register with the Health and Care Professions Council (HCPC) as a registered Social Worker.

BA (Hons) SOCIAL WORK
AVAILABLE AT PRESTON AND BURNLEY CAMPUS
FOUNDATION ENTRY AVAILABLE (SEE PAGE 8 FOR DETAILS)

As a student on this course, you will benefit from small group tutorials and one-to-ones with tutors. Your personal tutor will work with you when you are in the field, as well as on campus. The course has a strong international element. Previous students have travelled to Amsterdam, Cyprus, Krakow and Toronto to visit other social work institutions. The course attracts a large number of mature students, creating a diverse learning experience with a mix of ages, perspectives and experience.

ENTRY REQUIREMENTS
UCAS: 112 Points.
BTEC EXTENDED DIPLOMA: Distinction, Merit, Merit
GCSE: 5 at grade C/4 or above including Maths & English or equivalent

FOR FULL ENTRY REQUIREMENTS VISIT uclan.ac.uk

National Student Survey 2018 - Social Work at UCLan received 91.9% satisfaction for providing opportunities for students to apply what they have learnt on the course.

MA SOCIAL WORK
AVAILABLE AT PRESTON CAMPUS ONLY

Like the BA programme successful completion of this course leads to a professional qualification in social work, and eligibility to apply to the HCPC for registration as a qualified Social Worker. The MA Social Work course has been developed in close co-operation with social work agencies in the voluntary, independent and statutory sectors and in conjunction with service users and carers. It incorporates 170 days placement experience as well as structured academic learning, including input from service users.

ENTRY REQUIREMENTS
A second-class Honours degree, at 2:1 or above. Applicants with a 2:2 plus substantial relevant experience and a thorough understanding of social work will be considered.

GCSE Maths and English or English Language grade A-C or equivalent (Key Skills Application of Number Level 3, Key Skills Communication Level 3, or Functional Skills level 2).

Our Social Work courses are approved by the Health and Care Professions Council (HCPC).
COMMUNITY LEADERSHIP
(Foundation Degree)

This programme has been developed by community leaders for community leaders and is designed to give people working at grassroots level the tools they need to make change happen. You will develop skills in leadership, project development and management, and find out how to fund and effectively manage action groups, so your community can take control of its own regeneration. The idea is that everything you learn, you pass on to your peer groups through mentoring - a cascade effect that sustainably improves the community for everyone. You will graduate fully prepared to lead your community and this course is the perfect stepping stone to a further Honours degree.

ENTRY REQUIREMENTS
64 points, or a portfolio of appropriate experiential learning and interview.

BA (Hons) COMMUNITY LEADERSHIP
(Top-up)

Community activists: turn your Foundation Degree or other Level 5 qualification into a degree in just one year. You will explore community leadership politics and governance, faith, gender, and global society as part of a lively learning community, where like-minded individuals come together to share experiences and best practice. Good community leadership starts with good collaboration and team-working skills and this peer-led programme is a great way to develop these and prepare for a rewarding career.

ENTRY REQUIREMENTS
Pass foundation degree or Higher National Diploma (HND) and interview.

MA COMMUNITY LEADERSHIP

The MA in Community Leadership is a unique course developed and inspired by individuals who work within communities as activists and change makers. The course is based upon the concept of a learning community, whereby learners come together to share experiences and best practice. It works on the belief that within the context of community leadership, individuals learn best from a peer led programme.

ENTRY REQUIREMENTS
A first degree at Honours Classification 2:2 or above in a related subject. IELTS: 6.5 or equivalent.

DO YOU HAVE THE SKILLS TO BE A GREAT COMMUNITY LEADER?

Diligent
Honesty and Integrity
Self-Awareness
Impartial
Intelligence
Flexible
Eagerness to Learn and Adapt
Responsive
Motivation
Interpersonal Skills
Dedication
Team-work

CASE STUDY
GILLIAN MA COMMUNITY LEADERSHIP GRADUATE, 2017

“In 2005 my work moved into community cohesion with a focus on developing positive community relations and tackling discrimination. I was responsible for equality, diversity, inclusion and community cohesion with a very broad remit of tackling hate and bullying, whilst leading on prevention of modern slavery. Taking the Masters at UCLan has helped broaden my understanding around these agendas and gave me the confidence to step up to an exciting and challenging leadership role.”
If you want to make a difference in your community, a degree in Community and Social Care: Policy and Practice will help you develop a wider understanding of social welfare, social exclusion and disadvantage. You will get to grips with the policy and systems of service delivery, issues of power and oppression and social justice, as well as community development and human and social needs, all with an emphasis on delivering strength based practice.

This course aims to ensure all our students are knowledgeable, skilled and prepared to work in the ever-changing environment of community and social care. Fundamental to our approach to learning and teaching on this course, is that students understand the importance of promoting and working inclusively with people in the broad context of social care and community work. This includes understanding the policy and systems of service delivery, issues of power and oppression and social justice and human and social needs.

**ENTRY REQUIREMENTS**

- **UCAS**: 112 Points
- **BTEC Extended Diploma**: Distinction, Merit, Merit
- **BTEC Diploma**: Distinction, Distinction
- **GCSE**: 5 at grade C/4 or above including Maths & English or equivalent

If you have completed a foundation degree, this applied degree will help you develop a wider understanding of social welfare, social exclusion and disadvantage. In this top-up year, you will look at human and social needs, social justice and the policy and systems of service delivery. The course will explore applied research and practice in community development and social care.

**ENTRY REQUIREMENTS**

- A UCLan Foundation Degree in Children, Young People and their Services*, or Health and Social Care (visit uclan.ac.uk for more details)

*Fdk Children, Young People and Their Services is available to study at various UCLan Partner Institutions. See uclan.ac.uk for more information

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**MA SOCIAL PEDAGOGY LEADERSHIP**

This is the first course of its kind in the UK and builds on a growing interest in social pedagogy. It is co-produced and co-taught by ThemPra, the leading organisation supporting development of social pedagogical practice in the UK. It meets the professional standards of practice as set out by the Social Pedagogy Professional Association.

The course offers a social pedagogical perspective to leadership, enabling managers and senior practitioners in leadership roles to apply its principles, theories and philosophy to assist people to develop a culture of care and support within organisations and communities. Social pedagogical leadership also enables professionals to influence decisions and develop, support and sustain positive change using inclusive and empowering practice in working with disadvantaged groups.

**ENTRY REQUIREMENTS**

- A relevant degree qualification.

Applicants will normally be practitioners in an area of youth work, social justice, social work, early years, community work and social care, or in a leadership position.

Non-standard applicants with significant relevant experience will be considered via interview and may be required to undertake a piece of written work as part of the application process.

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**CASE STUDY JENNY GRANT**

**FOUNDATION ENTRY COMMUNITY AND SOCIAL CARE: POLICY AND PRACTICE**

“...The lecturers are fantastic and extremely supportive. They are passionate about delivering informative and enjoyable lectures, which are designed to empower students to reach their full potential. I am continuing to learn and explore new ideas and to develop academically and personally.”

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**ALI GARDNER**

"Social pedagogy describes a holistic and relationship-centred way of working in care and educational settings with people across the course of their lives...It has a long-standing tradition as a field of practice and academic discipline concerned with addressing social inequality and facilitating social change by nurturing learning, well-being and connection both at an individual and community level."

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**SCHOOL OF SOCIAL WORK, CARE AND COMMUNITY**

uclan.ac.uk/socialworkschool  @UCLanSocialWork
If you would like to work with children, young people and the services that support them, one of these courses may be for you. The courses draw on subject areas including education, sociology, psychology, social policy and social work to give you a solid grounding for your career. You will examine the services, systems, policies and work practices that relate to children and young people in schools, with families and in care settings. You'll carry out observational visits and work shadowing activities alongside the academic side of your degree, integrating theory, policy, and practice so that you are well prepared for a rewarding career.

**BA (Hons) CHILDREN, SCHOOLS AND FAMILIES AVAILABLE AT PRESTON CAMPUS ONLY**

This degree provides the underpinning theoretical knowledge and practical learning opportunities in which to build a firm basis for developing a career working with children and young people and the services that support them. Students who hold a UCLan Foundation Degree in Children, Young People and their Services* can gain direct access to the final year of this degree. Other relevant Foundation Degrees may also be considered.

**ENTRY REQUIREMENTS**

**UCAS:** 112 Points  
**BTEC EXTENDED DIPLOMA:** Distinction, Merit, Merit  
**BTEC DIPLOMA:** Distinction, Distinction  
**GCSE:** 5 at grade C/4 or above including Maths & English or equivalent

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**CASE STUDIES**

**AAMINAH PATEL BA (HONS) CHILDREN, SCHOOLS AND FAMILIES**

“The reason I chose to study this degree at UCLan is because of the outstanding results UCLan graduates achieve as well as the exceptional teaching facilities. The course combines theory, policy and practice and is unique as it allows you to gain the opportunity of understanding different areas of education and social work when working with children, schools and their families.

As I am now working at a children’s workforce, I am able to use both my practical and academic knowledge as a professional. The lecturers offer beyond brilliant support by providing you with one-to-one advice and going out of their way to help and support your studies throughout the years.”

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**BA (Hons) CHILDREN, SCHOOLS AND FAMILIES (Top-up)**

**AVAILABLE AT PRESTON AND BURNLEY CAMPUS**

The final year of the BA (Hons) Children, Schools and Families course is available to students who have completed the Foundation Degree in Children, Young People and their Services*; or a similar course by other higher education institutions.

**ENTRY REQUIREMENTS**

A UCLan Foundation Degree in Children, Young People and their Services*. A Foundation Degree in a relevant discipline awarded by other higher education institutions.

Consideration will also be given to those with non-traditional qualifications and relevant work experience.

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**MA CONTEMPORARY PRACTICE WITH CHILDREN AND YOUNG PEOPLE**

**AVAILABLE AT PRESTON CAMPUS ONLY**

The MA in Contemporary Practice with Children and Young People will enhance your knowledge and academic confidence. It provides specialist knowledge in children’s rights and participation and child safeguarding as well as an introduction to a broad range of practical, legal and theoretical approaches.

The course is aimed at practitioners working with children and young people who wish to update their knowledge or develop their ability to critique and innovate in their practice. The course is also suitable for recent graduates seeking to specialise in this area.

**ENTRY REQUIREMENTS**

Minimum award of 2:2 at first degree level or equivalent.

The course has local links to voluntary and statutory sector provision for children and young people in social work, education and health. It is also part of the European Network of Masters in Children’s Rights and through this provides opportunities to engage with international networks.

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*FdA Children, Young People and Their Services is available to study at various UCLan Partner Institutions. See uclan.ac.uk for more information.*
MA SOCIAL POLICY

Make a difference, have your say and help initiate change at an individual, community and societal level. Our MA Social Policy course reflects on topical issues, current affairs and political agendas. You will graduate ready to influence policy and effect change in a range of social issues, including poverty, social exclusion, unemployment, crime, homelessness, and health and education inequalities. If you are driven by the desire to address social injustice, then Social Policy could be the course for you.

ENTRY REQUIREMENTS

A first degree at Honours Classification 2:2 or above in Social Policy or a related discipline.

Candidates with a professional qualification in social care, health or a related area who do not have a first degree will be asked to demonstrate their suitability for postgraduate study on the basis of an essay of 2000/2500 words on a relevant topic.

Candidates may be asked to attend an interview.

The MA Social Policy course will be of benefit to professionals working in the world of social welfare, to graduates in Social Policy or a related discipline, such as Economics, Health Studies, History, Philosophy, Politics and Sociology.

There are core modules in poverty and social inequality, comparative social policy and social change, social theory and social policy, the making of social policy, and an introduction to social research. Newly introduced modules include a work placement module: social policy in practice, with an alternative of a reflecting on policy and practice module for those students already in work who may wish to focus analysis on their current professional role.

“\r\rI am the only person from my family to go to university. I didn’t even know they existed, but I knew I was capable of more than I was doing and I was ambitious. I worked for the NHS for many years, which I loved, but I wanted to feel like I had achieved something more, so at 45, with four children, I resigned and went to UCLan. Mature students were in every building, I never felt out of place and I looked forward to every day. I chose the course because it offered a comprehensive qualification that had many career pathways from Social Worker (which I initially wanted to pursue) to Teaching, which I was offered a full-time job in after graduation.”

www.uclan.ac.uk/maturestudentsguide
Student Experiences

GERMANY
BA (Hons) Social Work students recently undertook a study trip to Ostfalia University in Germany where they were joined by students from Wologda University in Russia to consider social work and the rights of disabled adults from a cross-national perspective. Students had the opportunity to visit social enterprises run by disabled adults and a new housing initiative.

GREECE
CVCL student volunteers visited the Greek Island of Lesvos to work with the United Nations High Commissioner for Refugees (UNHCR). Once there they met with many local charities and organisations that are on the front line in tackling the very challenging refugee situation in Lesvos. The impact of the project meant that all of the students came away with new skills, experiences, and confidence. The staff and participants in Lesvos were both equally pleased and have expressed the desire for UCLan to return to run further workshops with other groups.

NETHERLANDS
Each year BA (Hons) Social Work students have an opportunity to visit social care agencies in Amsterdam. Students visited a dementia community which provides therapeutic interventions for older adults. They visited a euthanasia clinic to discuss the ethical issues related to consenting end of life care. A visit to the sex worker agency enabled students to discuss and consider the legal frameworks, protection and rights of sex workers.

POLAND
Students from across the School visited Krakow in Poland. The trip included a visit to the Jewish quarter, the remaining segments of the ghetto and Auschwitz-Birkenau.

“Although emotional at times this Poland trip has been humbling and thought provoking. I have seen and heard things that will stay with me for life.”

“Fantastic experience which I will never forget. It was a privilege to meet a Holocaust survivor, her courage was beyond words.”

“I am truly grateful for the opportunity to visit the beautiful city of Poland and visit Auschwitz. I have met some wonderful people and made lots of new friends.”

OMAN
Students travelled to Oman to deliver a bespoke training programme for young people designed to provide them with basic leadership skills to aid community development. The 11 UCLan students, who are all on Years 2 and 3 of Community Leadership programme at the University’s Burnley Campus, worked with 50 young Omani people from disadvantaged backgrounds to provide them with basic peer leadership skills and give them an opportunity to identify, plan and resolve a community issue.

CASE STUDY

HANNAH BOWELL
“During the summer between second and third year I was able to gain more social work experience when I visited Canada with UCLan to see how social work is practiced. We went to the University of Calgary to attend lectures and learn more about how social work is being practiced. Now in my third year I have just started my placement with The Children’s Society as a children’s advocate. Already, after only being here a month, I have cases from Child Protection, Child in Need, Leaving Care, Homelessness, Section 20 and Section 31 of the Children’s Act. My placement opportunities that I have had whilst at UCLan have shaped me as a social worker and have given me valuable experiences in different sectors. Since studying at UCLan my self-confidence has grown with every opportunity. I have become so much more confident in myself and my practice and feel ready and prepared to graduate and qualify as a social worker.”

“Although emotional at times this Poland trip has been humbling and thought provoking. I have seen and heard things that will stay with me for life.”

“Fantastic experience which I will never forget. It was a privilege to meet a Holocaust survivor, her courage was beyond words.”

“I am truly grateful for the opportunity to visit the beautiful city of Poland and visit Auschwitz. I have met some wonderful people and made lots of new friends.”

SCHOOL OF SOCIAL WORK, CARE AND COMMUNITY

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SCHOOL OF SOCIAL WORK, CARE AND COMMUNITY
Well done, Khatidjja!

Dr Khatidja Chantier has led a successful bid for over £0.5M from the prestigious Economic and Social Research Council. Khatidja will be the Principal Investigator who leads a team of researchers investigating what can be learnt from Domestic Homicide Reviews – to try and prevent more happening in the future. The research will address important gaps in existing knowledge of domestic homicide and aims to learn from the journeys and experiences of families who have lost a relative to domestic homicide and the victims/survivors of domestic abuse.

Parents of more than one in four babies in England face suspicion of child abuse and potential investigation

Professor Andy Bilson

New research published in the Child & Family Social Work journal reveals that child protection policies in nearly half of local authorities across England require all babies with a bruise to be referred to children’s services or investigated for signs of abuse, despite recent research showing that more than one in four (27%) babies had an accidental bruise over a seven to eight week period.

National Institute for Health and Care Excellence (NICE) guidelines and English Local Safeguarding Children Board (LSCB) policies on pre-mobile babies – those who cannot crawl or walk – provide rules for how local authority, health and education staff respond to possible abuse. This research has found major inconsistencies between the action the policies require staff to take, with many exaggerating the chances that a bruise on a baby is abusive.

Professor Andy Bilson, Lead Researcher and Associate Director of UCLan’s Centre for Children and Young People’s Participation, accessed LSCB policies for all 152 English local authorities through a Freedom of Information (FOI) request and, for those who did not respond, policies were accessed online between July and August 2016.

It was found that 91 local authorities had specific policies on bruising in babies who can’t crawl or walk, based on the premise that accidental bruising is very uncommon, and bruises are thus likely to be abusive. More than three quarters of them (77%) didn’t give front-line staff such as nurses, health visitors and GPs the freedom to make judgements about the causes of a bruise and required a referral to a paediatrician within 24 hours. Additionally, 66 policies required an automatic referral to Children’s Social Care.

What is childhood? Students get involved in social research

Children, Schools and Families students have participated in a research project, led by Dr Kate Bacon and Dr Zoe O’Riordan, about children’s understandings of childhood. The research findings show that even some very young children do not think they are children. This research informs teaching and learning across the degree. In Year one, it helps students start to interrogate how our society and children themselves think about and view childhood. In Year two, it provides first hand insight into gathering and analysing data and so brings the process of doing research with children and young people to life.

Child sexual exploitation training

A UCLan graduate has set up a company that offers specialist training for professionals and volunteers to help vulnerable children after an alarming increase in statistics regarding children and young people involved in Child Sexual Exploitation (CSE).

Karen Lyesvse chose to study PGCert Leadership and Management in Social Work and Social Care to extend her social work knowledge, whilst continuing with advanced specialist training in child sexual exploitation and child criminal exploitation with Safe and Sound and PACE (Parents Against Child Exploitation). At the time of starting the course, Karen was employed as an Advanced Practitioner with Lancashire County Council’s Young People’s Service.

After finishing her study in 2017, Karen became an independent trainer in her own business entitled C.A.T. (Child Sexual Exploitation Awareness Training). Part of Karen’s motivation to create her own business came from a UCLan competition entitled ‘The Big Idea’ where students put their entrepreneurial skills to the test in a live challenge aimed at enhancing graduate enterprise and boosting employability. Karen’s team won the ‘Most Innovative Business Idea’ related to a regeneration and social enterprise project.

In 2019 Karen won a UCLan Enterprise Award for her innovative project, “No Whispers”, which was aimed at training volunteers to become champions in CSE awareness and social media.

An interactive approach was used to engage, motivate and educate the volunteers and allow sharing of ideas, experiences and understanding. The training sessions enabled volunteers to identify signs of sexual exploitation, understand the misuse and impact of social media, gain knowledge of safeguarding and reporting, understand the connection with county lines and ensure volunteers can offer support whilst increasing the likelihood of early intervention to children and young people.

Speaking about her passion for this subject, Karen said “Over the years the number of CSE cases have increased significantly and the need to address grooming and abuse via social media is dramatically evident.”

Working in partnership with Preston City Council Community Safety, the project was delivered to a diverse group of adults over six weeks. The social pedagogy approach enabled the volunteers to interact, engage and influence the learning process and connect and share with one another. The group dynamics and connections that occurred as a result of this approach contributed towards a quality training experience with trust, mutual respect and heightened learning.

Top of the Class

Evonne Parker became the first graduate of the Masters of Arts in Professional Development and Practice, which is one of the Centre for CPD’s highest awards. Evonne’s dissertation was on widening participation in Further & Higher Education and the impact this may have upon students’ mental health and wellbeing.

“I chose to apply to UCLan to complete my master’s because of the ability to tailor the qualification to my interests, and on a modular basis at my own pace at times that worked well for me (not just September - May in working hours). My dissertation supervisor deserves a special mention as his high levels of support and availability allowed me to explore my area of interest and produce a piece of work that was important to me and my work practice. It has been a highly enjoyable process to allow me to develop my skills for future work prospects.”

School of Social Work, Care and Community

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The School of Social Work, Care and Community has a strong research portfolio, which includes six centres for research:

- Lancashire Research Institute for Citizenship, Society and Change
- Centre for Citizenship and Community
- Psychosocial Research Unit
- Connect Centre for International Research on Interpersonal Violence and Harm
- The Centre for Children and Young People’s Participation
- Centre for Volunteering and Community Leadership

The School is part of the national Making Research Count network in which we facilitate workshops to disseminate research findings to inform social work practitioners, social care professionals and service delivery.

**UCLan Research Team Work with Women’s Aid and SafeLives on Domestic Abuse Projects**

Professor Nicky Stanley and colleagues in UCLan’s Connect Centre for International Research on Interpersonal Violence and Harm have been awarded a contract to undertake the national evaluation of two major projects on domestic abuse being undertaken by Women’s Aid and SafeLives, funded by the Big Lottery. The innovative multi-site programmes are testing different approaches to responding to women and girls experiencing domestic abuse and seeking to influence change at a local and systemic level.

**UCLan Professor Shapes the Standards of Education for Social Work Courses**

UCLan’s Professor Aidan Worsley was recently seconded into the Department for Education to work with the Social Work England Implementation Team as they develop the new national regulatory body for the social work profession.

Aidan’s role was to develop policy options for the DfE on the Standards of Education and Training that social work courses will be required to meet in the new regulatory framework. This builds on his published research in the field and is an excellent opportunity to help shape the nature of regulation and to highlight UCLan’s strength and expertise in the field of social work.

The evaluation team includes researchers from the University of Cambridge and Bangor University. The study will be undertaken in five sites over four years. Pictured are the Connect Centre researchers, together with Connect Centre PhD students and Research Associates, at the Second European Conference on Domestic Violence in Porto, Portugal, earlier this year.

**Research reveals lack of focus on children following domestic homicides**

Community Safety Partnerships following domestic homicides – 55 cases involved children. DHRs are full reviews of the circumstances in which the death of a person aged 16 or over has, or appears to have, resulted from violence, abuse or neglect perpetrated by a relative, someone with whom they were in an intimate relationship, or a member of the same household.

The extent of children’s exposure to homicide varied, with some physically affected, and some directly witnessing the homicide, viewing the aftermath, or calling for help.

Nearly a third of these DHRs identified that children had previous experience of domestic violence and abuse, and contact between the perpetrator and the children emerged as a means of continuing patterns of control and intimidation, even after families had separated.

Despite this, the reviews provided limited information on children’s needs or their future care, and rarely involved children in the review process itself. 11 DHRs mentioned that children were receiving post-homicide support through schools, children’s social care or victim support services. Only three reviews identified a need for trauma-focused support, and just one DHR highlighted the need for longer-term support.

A failure to hear children’s accounts of violence at home was also reported by some of the reviews. One young person told the review panel that no-one talked to her directly about her experiences and feelings at the time, or appeared to consider that they mattered.

Professor Nicky Stanley, Professor of Social Work and co-director of the Connect Centre for international research on interpersonal violence and harm at UCLan, said: “Despite the enduring harm that domestic homicide can inflict on children, they are often treated as invisible in domestic homicide reviews.

“Children who lose their mother to domestic homicide are likely to have experienced a long history of domestic abuse in addition to the violent and sudden loss of their primary carer. Giving more of a priority to children’s experiences within these reviews could strengthen both policy and practice in this field.”

This research has been published in the British Journal of Social Work and the full paper can be accessed at:


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**Recent Research News...**
What the students say about the input from COMENSUS

“I have rediscovered myself, feelings and emotions. Truly inspired my life experience. Thank you! Sincerely will miss it immensely.”

“I have learnt about many types of people. I have become less stereotypical and I look at people a lot more holistically and less judgemental.”

“It is days like today that remind me why I chose to pursue a social work career path. We get that swamped with the theory side of stuff, it is nice to have a reminder that service users do exist and that we have the ability to give them hope and a better life.”
The Centre for CPD provides a wide range of training events and courses designed to be flexible to meet the needs of a broad workforce in a changing and complex environment. All our training focuses on the practitioner delivering better quality care and research informed practice within their agencies.

You can access individual CPD events and modules or go straight for one of the target award courses.

In 2016/17:
- Over 400 practitioners enrolled on CPD Modules and Courses
- 25 CPD Events took place, attended by more than 300 practitioners in total
- We provided 21 Bespoke Training Sessions for over 300 practitioners in total

Continuing Professional Development (CPD)

Certify in:
- Mental Health Law and Practice

Postgraduate Certificates in:
- Advanced Community Justice
- Leadership and Management in Social Work and Social Care
- Mental Health Practice Including AMHP Training
- Professional Development and Practice
- Professional Practice and Mental Health Law
- Specialist Child Care Practice
- Specialist Practice With Adults

Master of Arts in:
- Professional Development and Practice
- Social Pedagogy Leadership

An overview of events delivered include:
- AMHP Refresher
- BIA Refresher
- Leadership Programme
- Legal Literacy and Safeguarding Seminar
- Return to Social Work Workshops
- Parental Substance Misuse Lecture
- Sexual Offending Lectures

Short modules are available in a range of areas including:
- Adult
- ASYE
- Best Interests Assessor (BIA)
- Child
- Critical Practice
- Leadership
- Learning in the Workplace
- Mental Health
- Personality Disorder
- Research
- Safeguarding
- Sexual Offending
- Social Pedagogy
- Substance Misuse
- Supervision
- Violence Against Women
- Youth Justice

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- We Provided 21 Bespoke Training Sessions For Over 300 Practitioners In Total

Feedback from recent attendees:
- ‘Extremely relevant information’, ‘It was all useful - a genuine refresher’ ‘Covered important changes, allowed time for discussion to help explore issues’
- ‘Very enjoyable and important discussions’ ‘Excellent presentation from a practitioner who works in the field’ ‘Everything was brilliant’ ‘The practical steps were really useful’
- ‘Fantastic’ ‘Very informative, good balance of group participation and lecture’ ‘Excellent course to inform practice and enable reflection on practice’ ‘Really helpful and ideal refresher’
- ‘Trainer was really knowledgeable’ ‘Very interesting and well run’ ‘Lots of research, theory and case examples’ ‘Really engaging trainer, thoroughly enjoyed all the lectures’

School of Social Work, Care and Community

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THE UCLAN EXPERIENCE STARTS HERE...

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We’re investing serious money in your education with our multi-million pound Campus Masterplan

Compact city centre campus - shops, bars and restaurants on your doorstep

UCLAN IS RANKED IN THE TOP 6% OF UNIVERSITIES WORLDWIDE - Centre for World University Rankings 2019-20 (CWUR)

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Our Students’ Union has over 150 clubs and societies - you can even form your own!

Preston is the best place to live and work in the North West*

* Published by PricewaterhouseCoopers (PwC) 2017 and the thinktank Demos

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In compiling this guide, all reasonable care has been taken to ensure its accuracy at the time of printing (September 2019). We hope you are happy with your UCLan experience; if not we have a complaints procedure in place; please visit uclan.ac.uk/studentcontract.

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