

Part 3 Rules and Requirements for the DipSW

Rules and Requirements for the Diploma in Social Work

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Rules and Requirements for the DipSW

1. Assessment for the Award of the DipSW

Training Rule 5(d) of the Social Work Education and Training (Diploma in Social Work) Rules 1990 (as amended in 1991) (see Appendix 1) requires that, to be eligible for the award of the DipSW, a student must have **“been assessed as having successfully completed a programme in accordance with requirements and procedures approved by the Council.”** The Council’s requirements and procedures are specified below.

To qualify for the award of the DipSW, students must demonstrate at final assessment that they have achieved the six core competences of social work, through provision of evidence that they have met practice and value requirements, acquired and applied knowledge, reflected upon and critically analysed their practice and transferred knowledge, skills and values in practice.

2 General and Particular Pathways to the DipSW

In order to structure DipSW programmes which are comprehensive and coherent, programme providers will have to schedule assessed practice learning opportunities, taught input and the collection and presentation of evidence. All DipSW programme providers have to develop a curriculum and a standard assessment schedule which will provide coverage of the Statement of Requirements for Qualification in Social Work (see Part 2) and which are applicable to all students. However, the manner in which individual students extend and deepen their knowledge base and develop and demonstrate their values and practice skills will be determined by the particular nature of the practice and associated learning opportunities available to them throughout their programme.

2.1 General Pathways

DipSW programme providers need to resource and use practice and associated learning opportunities in work with a range of service user groups, settings and sectors to enable students to develop and demonstrate the competence required for the award of the DipSW.

2.2 Particular Pathways

- 2.2.1 DipSW programme providers may facilitate students to develop and demonstrate the knowledge, values and skills required for the award of the DipSW through practice and associated learning opportunities which concentrate during the two years of the programme on work in particular services or settings, or work with particular service user groups. Such tailoring of practice and associated learning opportunities would permit students a consistent concentrated focus throughout the programme on work for example in criminal justice, child care/residential child care, community care/adult services.

Within this concentrated focus there must be contrast in assessed practice experiences to enable students to understand and demonstrate transferability of knowledge, skills and values in practice. This contrast could be achieved through, for example, a student undertaking a child care pathway working in residential and field settings, or a student undertaking a community care/adult services pathway having practice experience in the purchase and provision of services.

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- 2.2.2 The DipSW is the professional qualification for social workers and probation officers in Northern Ireland.
- 2.2.3 Guidance on child care/residential child care and community care/adult services pathways and their link to Level IV Vocational Awards in Social Care are published in separate CCETSW guidance papers. Further pathways guidance will be published in 1997.
- 2.2.4 Whichever pathway a student takes to the award of the DipSW, the assessment schedule must be the same for all students. It is the evidence provided to demonstrate acquisition, integration and application of the required knowledge, skills and values of the six core competences and their transferability in practice, that will vary as a result of students undertaking a particular pathway to the DipSW.
- 2.2.5 The award of the DipSW signifies that a student has attained a national standard through meeting the Statement of Requirements for competent social work practice, as set out in Part 2 of this paper. All DipSW holders are assessed as competent for accountable professional practice at a beginning level, and all students will require induction, supervised post qualification experience and further training before they are ready, or should be expected, to undertake the more complex social work tasks such as child protection and statutory mental health work.

3 Content of Assessment

CCETSW wishes to encourage a variety of routes to the DipSW including college-based, employment-based, modular, distance learning and part-time programmes. However, in all routes to the DipSW, the focus and content of final assessment must be the achievement of the six core competences of social work. All evidence provided for final assessment must demonstrate the combination and integration of the knowledge, skills and values required for competent social work practice.

3.1 Assessment of Values

- 3.1.1 Competence in social work requires commitment to social work values and their integration in practice. It is the clear, consistent and thoughtful integration of values in practice and assessable work that students must be required to demonstrate, and programme providers seek evidence of, in all assessable work.
- 3.1.2 To ensure explicit assessment of values, students must be required to produce evidence for final assessment that they have met each of the value requirements detailed on page 18 of Part 2, the Statement of Requirements for Qualification in Social Work. Since values are integral to, rather than separate from, competent practice, evidence that the value requirements have been met must be drawn from, and refer to, practice undertaken in relation to each of the six core competences.

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3.2 Assessment of Knowledge

- 3.2.1 Students need to achieve a broad understanding of the knowledge base set out in the statement of requirements, and must develop a deeper and more extensive understanding of knowledge particularly relevant to the service user group and context of their practice learning opportunities.
 - 3.2.2 Students must be assessed on their understanding of relevant knowledge and theory in the context of its application to social work practice and their ability to apply it. Therefore, for the award of the DipSW, academic disciplines should only be assessed with relevance to social work practice.
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3.3 Assessment of Practice Requirements

- 3.3.1 For final assessment students must show that they have met the practice requirements of the six core competences. The interrelated nature of the knowledge, skills and values required for social work at the professional level, and the fact that social work practice is seldom sequential, means that one piece of practice will be permissible as evidence against a number of practice requirements.
 - 3.3.2 In particular, evidence that the practice requirements of the core competence *Develop Professional Competence* have been met, should be obtained through evidence gathered in relation to the achievement of the other five core competences. It is important that students recognize that the practice requirements for core competence *Develop Professional Competence* identify underpinning skills that the professional worker deploys throughout their practice, and which are therefore integral to meeting the other five competences: *Communicate and Engage*; *Promote and Enable*; *Assess and Plan*; *Intervene and Provide Services*; and, *Working in Organizations*.
 - 3.3.3 In the revised Statement of Requirements for Qualification in Social Work in Part 2, the evidence indicators for each of the practice requirements are provided as guidance to programme providers and students. The evidence indicators identify the activities that students would normally undertake in order to gain evidence that they have met practice requirements. However, discrete assessment documentation is not required for each evidence indicator, and it is recognized that the evidence students will provide will vary in nature and emphasis according to practice opportunities and the particular learning needs of students.
 - 3.3.4 Programme providers responsible for assessment, particularly practice teachers, will have to judge the quality, coherence and sufficiency of the evidence provided by students to show that they have met the practice requirements.
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3.4 Assessment of Law

- 3.4.1 Programme providers must ensure that students are enabled to gain knowledge and acquire a broad understanding of the legislative framework and statutory duties and powers of social work agencies in the country in which they train; in particular legislation relating to children, community care, criminal justice and mental health.
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- 3.4.2 Students must be required to demonstrate through formal written assessment their understanding and application of the legislation relating to social work in the country in which they train.
 - 3.4.3 Programme providers must also ensure that all students are provided with opportunities to apply and deepen this broad understanding of legislation within the context of their practice experience and thereby gain evidence that they have met the practice requirement Work in accordance with Statutory and Legal Requirements of the core competence *Assess and Plan*.
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3.5 Critical analysis and reflection on practice

- 3.5.1 Evidence of conceptualization, critical analysis, reflection and transfer of knowledge, skills and values is essential for the award of the DipSW, and students must be required to provide this evidence in written work and in practice.
 - 3.5.2 For final assessment all students must provide evidence of their capacity to reflect on their practice; transfer knowledge, skills and values in practice; and, understand their responses to change, including their personal learning styles.
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4 Requirements for Assessed Practice Learning

4.1 Length

It is the responsibility of programme providers to secure assessed practice opportunities which are appropriate to students' learning needs, and to meeting the knowledge, values and practice requirements of the six core competences. It is expected that programmes will normally spend half the programme on the learning of practice skills and half on the learning of theory and knowledge. It is required that students will normally have two periods of assessed practice learning, one of 50 days and one of 80 days. Programme providers are advised to build in a few extra days to cover for contingencies.

4.2 Contrast

- 4.2.1 Assessed practice learning should be contrasting, in order for students to understand and demonstrate transferability of knowledge, skills and values in practice. This contrast will normally be achieved through variations in either sector or setting or client user group, within and/or between assessed practice experiences.
 - 4.2.2 In recognition of the central importance of assessment, risk analysis and planning skills to competent social work, students are required to demonstrate that they have met the practice requirements of the core competence *Assess and Plan* in work with service users who have significantly different needs and circumstances.
 - 4.2.3 As long as students are able to show contrast in their practice experience, they may concentrate on work in particular services or settings, or with particular service user groups, throughout the two years of the programme.
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- 4.2.4 It is important that the positive contribution of group care to service provision for children, young people and adults is recognized within programmes. Therefore programme providers are required to develop and promote group care practice learning opportunities, and to demonstrate their availability and use in programmes.
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4.3 Requirements for Practice Teachers of DipSW students

- 4.3.1 CCETSW intends that all students' practice should be supervised by an accredited practice teacher or a practice teacher under assessment for the Practice Teaching Award. Until this is feasible CCETSW has set the following minimum criteria for eligibility to act as a practice teacher for a DipSW student:
- a holder of a DipSW, CQSW, CSS or equivalent predecessor qualification with two years post qualifying experience, or
 - a person holding a professional qualification in one of the caring professions who has worked in social work for at least two years post qualification who has developed knowledge and understanding of the knowledge, skills and values expected of a qualified social worker or
 - in exceptional circumstances, a very experienced and able social worker who does not hold any professional qualification. The criteria for such an exception are as follows. The person:
 - (i) will have had at least four years experience working in social work practice under the supervision of a professional person; and
 - (ii) will be working in a setting where in the opinion of the programme providers, it would be reasonable to expect that a student could demonstrate competence in accordance with the Statement of Requirements for Qualification in Social Work; and
 - (iii) if they have not supervised a student before, will have had at least one experience of acting as an on-site supervisor working in tandem with a long-arm practice teacher; and
 - (vi) will have read and be confident in interpreting the requirements for the Diploma in Social Work and the relevant programme assessment schedule.
- 4.3.2 It is recommended that all first time practice teachers should receive a minimum of five days training in student supervision.
- 4.3.3 DipSW programme providers are responsible for judging the suitability of unqualified practice teachers against the above criteria and for ensuring that the learning objectives and the particular learning needs of students will be met.
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4.4 Direct observation of practice

- 4.4.1 CCETSW requires that students' practice must be directly observed in relation to the six core competences. Direct observation of practice must take place a minimum of three times in each assessed practice experience.
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- 4.4.2 One piece of direct observation may be carried out by a link supervisor, or be in the form of a video recording, but on at least two occasions in each assessed practice experience, the practice teacher must directly observe the student working with service users.
 - 4.4.3 One direct observation of practice should normally take place before the mid-point of each placement in order to inform judgements about student progress at that stage.
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4.5 Review of progress

- 4.5.1 A review of progress of all students must take place at the mid-point of each of their assessed practice experiences, and should involve the student, practice teacher and tutor. The mid-point focus of the review should be to determine current progress and further work required to meet learning and assessment objectives of the placement, marginal performance and risk of failure, adequacy of the practice learning opportunities, and other issues affecting the performance of the student or the progress of the placement.
 - 4.5.2 Significant concerns in relation to any one of the areas under review, in particular risk of failure should be brought to the attention of the Practice Assessment Panel through agreed programme procedures.
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4.6 Termination of Practice Assessment

- 4.6.1 Programme providers must agree procedures for early termination of assessed practice, whether on the grounds of inadequacy of practice learning opportunities, or confirmation that the practice of the student is damaging and dangerous to service users and/or colleagues, or that it creates an unacceptable risk for themselves or others.
 - 4.6.2 All programmes are required to have complaints procedures, (see para 9.3.2 page 59) and students must be clearly informed of how they can exercise their rights under these procedures while undertaking assessed practice.
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5 The Structure of Assessment

5.1 Intermediate Assessment

- 5.1.1 Programme providers are required to determine an appropriate point in the programme for intermediate assessment, which must be prior to students embarking on their final period of assessed practice. Only in exceptional circumstances, and with the approval of the external assessors, should a student who has not met intermediate assessment requirements proceed to the final part of the programme.
 - 5.1.2 The main purpose of intermediate assessment is to identify any student who has not achieved an agreed pass in the assessable tasks set for the first part of the programme.
 - 5.1.3 Intermediate assessment should also be used to identify the particular practice requirements and underpinning knowledge and values that each student has yet to provide evidence of, and to decide which practice and associated learning opportunities should be provided to enable them to complete final assessment of all six core competences.
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- 5.1.4 Programme providers may choose a range of assessment methods for intermediate assessment, but the evidence upon which assessment judgements are based must be accessible to the Programme Assessment Board and needs to include:
- (i) a written report by a practice teacher evaluating the student's practice, and progress towards meeting the six core competences;
 - (ii) evidence provided by the student and drawn from their practice, of their progress towards meeting the six core competences;
 - (iii) evidence provided by the student of progress towards meeting the value requirements;
 - (iv) evidence demonstrating the student's understanding of relevant theory and knowledge as applied to social work practice, and their use of social work methods.
- 5.1.5 Tutors play an important role in co-ordinating the overall learning and assessment of students throughout a programme. It is particularly important that tutors ensure that students and practice teachers are clear about which practice requirements require specific attention in the final part of the programme.
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5.2 Final Assessment

- 5.2.1 The purpose of final assessment is to determine whether students have demonstrated the knowledge, values and practice skills required to achieve the six core competences detailed in the Statement of Requirements for Qualification in Social Work in Part 2.
- In order to achieve this purpose all evidence upon which assessment judgements are based must be accessible to the Programme Assessment Board, and should include each of the following:
- (i) a report by the practice teacher evaluating the student's practice in meeting the six core competences;
 - (ii) evidence provided by students and drawn from their practice of meeting the six core competences;
 - (iii) evidence demonstrating the student's understanding of relevant theory and knowledge as applied to social work practice;
 - (iv) evidence provided by students of meeting the value requirements; and,
 - (v) evidence demonstrating the student's capacity to reflect on their practice; transfer knowledge skills and values in practice; and understand their responses to dealing with change including personal learning styles. This is to be double marked by a practice teacher and a tutor.
- 5.2.2 Written assessment material demonstrating the student's understanding and application of the legislation relating to social work in the country in which they train must be available for final assessment.
- 5.2.3 Evidence must also be available for final assessment that the student has met the practice requirements of the core competence *Assess and Plan*, in work with service users who have significantly different needs and circumstances.
- 5.2.4 All assessed evidence and recommendations gathered throughout the programme must be available, if required, to assist members of the Programme Assessment Board to make a final assessment of the student's competence.
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6 Procedures for Assessment

6.1 CCETSW's External Assessors

- 6.1.1 Because of the importance placed by the Council on the establishment and maintenance of UK-wide standards for the award of the DipSW, the Council will only consider programmes for approval that make provision for the appointment of two external assessors from CCETSW's approved list. A higher number of external assessors may be appointed where necessary, but only with the approval of CCETSW.
- 6.1.2 To safeguard their impartiality, external assessors may not be employees of any of the educational institutions or agencies which form the programme providers for the programme to which they are appointed, nor should they have any contract or other direct involvement with them. Programmes may not enter into reciprocal arrangements for the exchange of external assessors.
- 6.1.3 The external assessors will be responsible between them for covering all aspects of assessment for the award of the DipSW. The duties of external assessors are:
- (i) to be members of, and to attend meetings of, the programme's assessment board;
 - (ii) to verify that students who have passed the formal assessment for the award of the DipSW have demonstrated the knowledge, skills and values needed to achieve competence in social work;
 - (iii) to determine how well a programme's assessment arrangements are operating and to confirm that assessment meets CCETSW's requirements;
 - (iv) to satisfy themselves that programmes have effective internal procedures to ensure the quality and consistency of assessment;
 - (v) to be aware of the resource implications of complex assessment provision and to comment on the extent to which the expenditure of time and resources to secure assessment outcomes is realistic/reasonable;
 - (vi) to sample assessment evidence and judgements;
 - (vii) to examine evidence relating to students whose work has been assessed as marginal or failing, and where appropriate alter assessment decisions in respect of an individual student;
 - (viii) to certify the assessment decision in respect of each student, both at intermediate and final stages, including decisions relating to the progress or non-continuation of students who have failed or been referred or deferred;
 - (ix) to ensure the programme upholds, throughout its assessment arrangements, its commitment to CCETSW's equal opportunities policy;
 - (x) to advise programme providers formally through the provision of annual reports to CCETSW about the adequacy and appropriateness of standard setting and assessment tasks, processes and procedures within the programme.
 - (xi) to attend standardization meetings organized by CCETSW.

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6.2 The Programme Assessment Board

- 6.2.1 Programme providers will be expected to establish a properly constituted Assessment Board, with formally delegated powers in relation to student assessment for the Council's award.
- 6.2.2 The Programme Assessment Board should reflect CCETSW's equal opportunities policy in its membership and conduct, and should include:
- (i) representatives of those engaged in the college-based teaching;
 - (ii) representatives from agency partners including those engaged in practice-based teaching;
 - (iii) the Chair of the Practice Assessment Panel; and
 - (iv) two external assessors taken from the CCETSW – approved list.

The membership of the Assessment Board should not include any student representative who is a current student on a DipSW programme.

- 6.2.3 The terms of reference of the Programme Assessment Board should include:
- (i) ensuring that all relevant evidence and all circumstances affecting individual candidates are available and taken into consideration at meetings of the Board;
 - (ii) overseeing intermediate assessment and determining whether students may proceed to the second stage;
 - (iii) taking overall responsibility for all formal assessments of students, including taking pass or fail decisions in relation to all students, and taking decisions on the further progress of failed, referred and deferred students, subject to the agreement of CCETSW's external assessors;
 - (iv) ensuring that pass recommendations are based on evidence that students have adequately:
 - met the practice requirements of the six core competences, including the achievement of core competence *Assess and Plan* through work with people with significantly different needs and circumstances, and made skilled use of a range of social work methods,
 - met the value requirements through evidence drawn from practice undertaken in relation to the six core competences,
 - acquired a general understanding of the knowledge base for the DipSW and developed and applied aspects of that knowledge in the context of their pathway through the DipSW and their related practice learning opportunities,
 - demonstrated through formal written assessment their understanding and application of law relating to social work of the country in which they are training,
 - reflected upon and critically analysed their practice, and
 - transferred knowledge, skills and values in practice;
 - (v) reconsidering its original decision when it has been decided by an appeals committee or panel that the grounds for appeal have been established;
 - (vi) certifying assessment decisions in relation to applications for admission with credit to the programme.

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6.3 Quality Assurance of Practice Assessment – Practice Assessment Panels

- 6.3.1 Programmes must have mechanisms to co-ordinate and monitor the standards and consistency of practice learning and assessment arrangements. To achieve these aims all programmes are required to designate quality control of practice assessment to a formally constituted Practice Assessment Panel, reporting directly to the Programme Assessment Board.
- 6.3.2 The Practice Assessment Panel should reflect CCETSW's equal opportunities policy in its membership and conduct, and should include practice teaching representatives, as well as representatives from those engaged in college-based teaching.
- 6.3.3 Its terms of reference should include:
- (i) determining the process for addressing concerns raised in mid-point reviews;
 - (ii) determining the process for dealing with concerns about student's practice which arise after the mid-point review, and which may lead to a fail recommendation;
 - (iii) determining the process for appraising final reports and assessment recommendations of practice teachers, and evidence from students drawn from practice, for both intermediate and final assessment;
 - (iv) assessing the sufficiency and adequacy of assessment evidence, and determining the appropriateness of assessment recommendations;
 - (v) requiring further evidence and/or discussing recommendations and the evidence supporting them with practice teachers and students;
 - (vi) collating evidence, and identifying pass and fail recommendations, and any recommendations which have not been agreed between the practice teacher and the Practice Assessment Panel to the Programme Assessment Board;
 - (vii) commenting on the quality of practice learning opportunities and practice assessment and the training and support needs of practice teachers to the programme monitoring body.
- 6.3.4 When a fail recommendation, or recommendation that has not been agreed between the practice teacher and the Practice Assessment Panel, is made, the practice teacher making the report should attend the meeting of the Programme Assessment Board to aid decision-making, unless, in exceptional circumstances, the Board waives this requirement.

6.4 Appeals

- 6.4.1 Decisions on whether or not students have successfully completed a programme leading to the award of the DipSW are matters for assessment boards within procedures approved by CCETSW. CCETSW cannot intervene in matters of academic and professional judgement properly exercised within these procedures.
- 6.4.2 The DipSW is a CCETSW award. In making decisions on approval of programmes, CCETSW requires to be satisfied that appropriate appeal procedures exist in relation to decisions in respect of its award. While CCETSW does not specify what these procedures must be, they

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must embody the following principles:

- (i) a student may appeal only on the following grounds:
 - that the assessment procedures have not been properly carried out, or
 - that the student has further evidence relevant to the assessment which was not available when the assessment was carried out;
 - (ii) the members of any appeals committee or panel should not include any persons directly involved in the original assessment decision; and
 - (iii) if an appeals committee or panel decides that the grounds for an appeal have been established, then it should refer its findings back to the Programme Assessment Board and recommend that it reconsider its assessment decision. After further consideration the Programme Assessment Board may change its assessment decision, or may confirm that the assessment decision stands.
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6.5 The DipSW and Awards made by Educational Institutions

- 6.5.1 Programmes leading to the DipSW will be expected to incorporate CCETSW's assessment requirements totally, whether or not educational institutions make their own awards in respect of such programmes.
 - 6.5.2 The powers, duties and composition of the programme's Assessment and Appeal Boards/ Panels should be formally agreed and be clear in their relationship to the educational institution(s) involved, and any collective forum which might be developed by the programme providers.
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7 Conditions for the Award of the DipSW

7.1 General Conditions

Training Rule 5 states that "A person shall be awarded the Certificate if he or she has:

- (a) reached the age of 22 years;
 - (b) paid such fees or charges as the Council shall from time to time decide;
 - (c) completed a programme;
 - (d) been assessed as having successfully completed a programme in accordance with requirements and procedures approved by the Council."
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7.2 Practical Arrangements

- 7.2.1 Students are required to be registered with CCETSW at the beginning of their programme and to pay the appropriate fee. CCETSW will issue programme providers with the necessary forms which should be handed to students for completion when they are admitted to the programme.
 - 7.2.2 The award of the DipSW is made on receipt of formal recommendations made by programmes on proforma as issued by CCETSW. These must be signed by the designated officer acting on behalf of the assessment board of the programme and must also be signed by one of the CCETSW external assessors appointed to the programme.
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8 Admission of Students

8.1 Admission Requirements

- 8.1.1 The Training Rules (Rule 4) state that “A person shall be admitted to a programme if he or she fulfils the following conditions that:
- (a) he or she is in the opinion of the programme provider likely to be able to succeed in completing the programme and meeting the assessment requirements;
 - (b) he or she is in the opinion of the programme provider:
 - (i) suitable to become a professional social worker;
 - (ii) not rendered unsuitable by any criminal conviction (subject to the provisions of the Rehabilitation of Offenders Act 1974);
 - (c) if he or she is under the age of 21 years on the date of commencement of the programme, he or she must hold one of the following qualifications:
 - (i) two passes at Advanced Level with grade A,B,C,D or E and passes in three other subjects in the General Certificate of Secondary Education with grade A B or C; or
 - (ii) five passes for the Scottish Certificate in Education including three at the Higher Level; or
 - (iii) any other educational, professional or vocational qualifications deemed by the Council to be equivalent; and
 - (d) he or she has been selected by the programme provider to participate in the programme.”
- 8.1.2 Programme providers are required by Rule 4 (b) (ii), when considering applicants, to take account of the existence and nature of any criminal convictions against them. This requirement does not abridge the protection provided by the *Rehabilitation of Offenders Act 1974* and should be read subject to the understanding that a conviction will not automatically rule out an applicant. It is strongly recommended that before a place is offered, applicants sign a declaration indicating whether or not they have been convicted of any offence, and if so indicating the nature of these offences.
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8.2 Opportunities for Admission with Credit

- 8.2.1 CCETSW is committed to promoting a variety of routes to qualifying training with access to it for the widest possible range of people. In order to facilitate access to the DipSW, programme providers may determine points for entry with credit throughout a programme.
- 8.2.2 Programme providers are responsible for making judgements about an applicant’s eligibility for credit in relation to the programme’s assessment schedule. Applicants for entry with credit must provide evidence of the same adequacy and standard as that required of full time students. CCETSW requires that offers of credit to applicants, must be endorsed by the Programme Assessment Board.
- 8.2.3 It is hoped that this more flexible approach will facilitate admissions with credit, and that applicants will find the structuring of assessment requirements around the six core competences helpful in gathering and presenting evidence.

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9 DipSW Students

9.1 Flexibility of Arrangements

All DipSW students will be registered as students by programme providers and with CCETSW for the whole of the period of their training, and will be eligible for the award after a minimum of two years study and supervised practice or their equivalent. Students may be full-time, part-time, may continue in employment, may access education and training through distance and open learning, and may undertake programmes by stages over time.

9.2 Time Required for Study

- 9.2.1 Programme providers need to assure themselves that all students accessing and undertaking DipSW education and training, particularly those in employment, will be given release to attend educational institutions as required for the purposes of their programme, and time and facilities for private study.
- 9.2.2 All students must have practice opportunities which will enable them to gain evidence that they have met the practice requirements of the six core competences.
- 9.2.3 When students remain in employment, they are required, bar exceptional circumstances, to undertake a period of practice away from their normal workplace, and where possible away from their employing agency.
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9.3 Student Information and Complaints Procedures

- 9.3.1 Programme providers are required to issue students at the beginning of the programme with a clear and simple handbook setting out the arrangements that will apply, including:
- the rights and responsibilities of students;
 - support systems available to students particularly in respect of issues of inequality;
 - the procedures for assessment;
 - procedures for appeals against assessment decisions;
 - complaints procedures.

9.3.2 *Complaints Procedures*

Programme providers must have clear procedures for handling complaints by students including the nomination of one or more senior person(s) with responsibility for investigating complaints in relation to any part of the college or assessed practice elements of the programme and ensuring that they are dealt with properly.

9.4 Termination of Training

All programmes should have procedures to terminate a student's programme if their behaviour is confirmed to be damaging or dangerous to either service users, other students or programme providers, or creates unacceptable risk for themselves or others. Such procedures must allow the student due process, including the right to challenge evidence against them, and the right to be accompanied or represented at any hearing.

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10 Programme Providers

10.1 Definition, Composition and Constitution

- 10.1.1 Because of the importance placed by the Council on collaboration between educational and employment interests in the provision of social work education and training, CCETSW will only consider for approval DipSW programmes submitted by programme providers. Programme providers are defined in the Training Rules (paragraph 1.2) as **“an educational institution or institutions together with a social services agency or agencies providing a programme leading to the award of the Certificate”**.
- 10.1.2 Programme provider groups may vary in size and complexity, and in the arrangements they adopt for allocating responsibilities. Individual programme providers are responsible for developing their own agreements governing their operation, but they must specify roles and responsibilities of the parties for each aspect of programme provision, including decision-making and accountability arrangements.
- 10.1.3 Programme provider groups should reflect CCETSW’s equal opportunities policy in their membership and conduct.
- 10.1.4 Programme providers should have particular regard for the legal basis of partnership arrangements, including mechanisms for ensuring that each partner understands their responsibilities and liabilities to each other, and proper arrangements for the addition or withdrawal of partners.
- 10.1.5 The programme’s selection, assessment and appeal boards and panels must be properly constituted in a way that avoids any possible ambiguity about where responsibility lies for these areas. Location of these functions within the college’s academic structure, usually provides the necessary legal and academic legitimacy for such decisions.
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10.2 Role of Agencies

It is recognized that, apart from programmes designed for students remaining in employment, students may be recruited and provided with practice placements over a wide geographical area. These collaborative requirements therefore relate to the main contributors to programmes. Not all agencies which may contribute to a programme will be expected to be part of the programme-providing consortium or partnership. However, CCETSW will normally expect programme providers to include at least one local statutory agency.

10.3 Written undertakings

Each of the parties involved in making the joint submission must provide CCETSW with a formal written undertaking committing them to active collaboration in:

- (i) planning the curriculum, the programme pattern and learning methods;
 - (ii) seeking and allocating resources, at a consistent level, for practice and college-based teaching and learning;
 - (iii) preparing assessment proposals for consideration by CCETSW;
 - (iv) selecting students;
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- (v) undertaking assessment of students;
 - (vi) handling student complaints and appeals;
 - (vii) monitoring the programme; and
 - (viii) developing clear and explicit policies in relation to the programme which promote equal opportunities and counter racism and discrimination, and practices and procedures which provide evidence that these policies will be implemented and monitored in all aspects of the programme.
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11 Transcript

At the end of each student's training, DipSW programmes are required to complete a 'transcript' to a format provided by CCETSW with each qualifying student, setting out the details of their practice experience on the programme and identifying their future learning needs, to facilitate continued development within employment. This transcript is the property of the student for use in future employment. However, for monitoring purposes programme providers will be asked to code students' practice learning experiences in relation to sector/setting/service user group and to submit this information to CCETSW Registry with their results lists.

12 Quality Assurance

CCETSW's new quality assurance procedures for:

- (i) approval
- (ii) review
- (iii) inspection

of DipSW programmes are provided in Assuring Quality in the Diploma in Social Work-2 : Approval, Review and Inspection of DipSW Programmes.