

Decolonising Action Plan 2021-2022

Social Work Team Mission and Vision (22/7/20)

“We subscribe to the broad definition of social work adopted by the International Federation of Social Workers and echoed by the British Association of Social Workers. This emphasises the centrality of social justice, human rights, and dignity and respect for all people.

Our mission is to build capacity within communities through education, enterprise, research and innovation. This involves educating people for a social work career in diverse and constantly changing social contexts. We aim to recruit and support students from a wide range of backgrounds, to create a vibrant, inclusive and supportive community. This means ensuring that the voice of service users is heard in every aspect of our courses and applying a broad range of theory that challenges systematic inequalities at individual and social levels.”

Actions from 2020	Completed?
Ask students their views on the above	Not yet, forming stage of group, but this missions and vision, as well as the whole student body should be invited to look at the AP
Ask VOEs their views	Not yet - but still have work to do this

Strategic Goals

a. Recruit cohorts that are representative of the communities that SWs serve.

Possible measures:

- Offers.
- Uptake on to course.
- Mapped against Brookes students, SWs and local community

b. Support students to thrive on our courses and achieve their goals

Possible measures:

- Attrition
- Completion time
- Grades
- Employment rates and PQ
- Student wellbeing and engagement. Feedback from academic advisers? Reflections from placements.

c. Co-production: ensure that stakeholders are engaged in programme planning and delivery.

Possible measures:

- Participation in University planning procedures (Subject Committee and programme review/revalidation)
- Participation in recruitment and selection.
- Participation in teaching and learning activities.

d. Pedagogy: embed social and critical approaches

Possible measures:

- Curriculum review
- Subject Committees annual review and SEC
- Staff training and development

How these align with the Action Plan

	1. Recruitment	2. Thriving/achievement	3. Co-production	4. Pedagogy
1. Student stories		X		X
2. Curriculum		X	X	X
3. Partnerships		X	X	X

4. Assessment		X		X
5. Research	X	X		
6. Staff		X		X

Strategic goal	Actions for 2021-2022	Completed
<i>a. Recruit cohorts that are representative</i>	<p>Review recruitment of students coming into the new academic year 2021.</p> <p>Check to see data is available</p> <p>Can we target widening participation groups?</p>	

<p><i>b. Support students to thrive</i></p>	<p>Look at APTT data on:</p> <ul style="list-style-type: none"> ● Attrition ● Completion time ● Grades <p>... for 2020-2021</p> <p>Can we / do we record:</p> <ul style="list-style-type: none"> ● Employment rates and PQ <p>Can we find a way to collect:</p> <ul style="list-style-type: none"> ● Student wellbeing and engagement. Feedback from academic advisers? Reflections from placements? Feedback from GMC? <p>Use the AA questionnaire for 2021 student intake</p> <p>Employ the Team Mandela Model when getting to know and supporting students.</p>	<p>Meeting set, August 2021</p> <p>Ethics application early September</p> <p>To distribute to students in October, then January</p> <p>Semester 1</p> <p>September staff meeting</p>
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<p>c. Co-production:</p>	<ul style="list-style-type: none"> ● Participation in University planning procedures (Subject Committee and programme review/revalidation) ● Participation in recruitment and selection. ● Use VOEs and enable students from diverse backgrounds to contribute. ● Bring in guests too ● Participation in teaching and learning activities. ● Seven pillars to consider as part of 'decolonising curriculum' - framework for structuring entire programme - see Library for original article Harms Smith, L., & Rasool, S. (2020). Deep Transformation toward Decoloniality in Social Work: Themes for Change in a Social Work Higher Education Program. <i>Journal of Progressive Human Services</i>, 31(2), 144–164. https://doi.org/10.1080/10428232.2020.1762 	<p>Admissions review, semester 1</p> <p>For semester 1</p>
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<p><i>d. Pedagogy: embed critical approaches</i></p>	<p>Possible measures:</p> <ul style="list-style-type: none"> ● Curriculum review ● Subject Committees, annual review and SEC ● Staff training and development (for Key Area F below) ● Add question to module evaluation on the area on 'decolonising the curriculum' 	<p>For end of semester 1</p>
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Six Key Areas to address as part the Decolonizing Action Plan:

A. Better understand students' stories as a route to enhance skills

- Academic Advisor to ask Freshers about educational background, academic skills and areas for development. (Freshers could be given a brief strengths-based / self-efficacy questionnaire with few related questions as part of Freshers week to complete and bring with them to the first AA meeting. Or could be an unstructured conversation)
 - Students feel seen on a personal level, and enhances relatedness
 - Staff learn about student's background and 'learning preferences'
- Apply session on study and writing skills as part of one module each semester for each cohort (ask Upgrade to do this?) - ensure this is varied so as not to replicate content
- Built in tutorials for each module wherever possible
- Structure other support from Upgrade into program

ACTIONS:

Actions from 2020-2021	Completed?
Consider where Upgrade and other sources of support can do sessions	yes
Create a questionnaire for students, or conversation prompt for staff	Yes

Actions for 2021-2021	Completed?
Ensure Freshers questionnaire is used	
Share details of Mandela model with staff for use with students	Sept 2021

B. Curriculum and Modules:

- Continue to work on diversifying the curriculum, including use of more diverse case studies (each case to consider including elements of diversity - needs to either be comprehensive or only a small amount?), diverse reading, diverse theoretical approaches, diverse representation in materials
- Teach critical race theory, intersectionality, race and racism. Map in the curriculum where this is already happening. Draw on other university staff to teach this.
- Maintain emphasis on raising profile of anti-racist practice, as well as teaching cultural competence in modules.

- Diversify VOE Groups, and challenge discrimination from VOEs
- invite and welcome more discussions about cultural differences (enhances autonomy)
- Teach students how to handle racism (personal and observed) in the workplace and on placement - to include islamophobia, anti-Semitism, etc. Part of skills day or Support to Social work practice?
- Two Modules (HGD2 and dissertation) be reviewed.

ACTIONS:

Actions from 2020-2021	Completed
programs to map where critical race theory, etc is being taught, and who to draw on to help with enhancing content.	No - carry forward
Look at where to support student with looking at tackling racism in the workplace	Carry forward Yes - in PG skills module. Should we have another skills day session? UG - where?
Diversify VOE group and educate VOEs	Carry forward
Review Dissertation module	Carry forward

Actions for 2021-2022	Who	Completed
7 pillars		For next programme review
Skills modules - review to see if these modules exclude certain students - interview and reflection		For semester 1

C. Community Partnerships:

- Include visiting lecturers/speakers who are of, or work with, a wide range of minority backgrounds
- Global Majority Collective (Student Diversity Support Group) - find time and space for them to meet, and give tasks to focus on. Try and structure meeting times into the curriculum
- Continue to ask students from diverse ethnic backgrounds what they would like to see change and develop

ACTIONS:

Action 2020-2021	completed
Structure time into curriculum for GMC	Yes
NT to continue working with students from diverse ethnic backgrounds, seeking their views and ideas	Yes
Invite visiting speaks from diverse backgrounds	Yes - carry forward

Actions 2021-2022	completed
Build on IFSW	

D. Assessments:

- Diversify VOE groups
- Continue to consider how marking rubrics can enhance attainment for students from diverse ethnic backgrounds
- Consider how alternative assessments within individual modules could enhance attainment (dissertation; placement team for UG case study)

ACTION:

Actions 2020-2021	completed
On-going work with Rubrics	Partially To progress level 6 ... to discuss Completed
Consider alternative assessments	Yes - this is happening Yes - keep it as it is

E. Research:

- To develop research that focuses on diversity issues

ACTION:

Action 2020-2021	completed
All staff to consider how they might get involved in this, guided by JC	Yes, on-going

F. Staff development

- Continue discussions about who we are, what our values are, what our ideas about diversity are
- Staff team to receive training / workshop on diversity issues
- Staff recruitment strategy

ACTION:

Action 2020-2021	completed
Continue discussions about who we are, what our values are, what our ideas about diversity are	To continue as part of a team meeting, or as an additional piece - staff and student together, perhaps also Social Worker. To ask if there's another academic who may facilitate this?
Then Staff team to facilitate a discussion amongst the team on any number of possible topics (perhaps including diversity issues)	
Staff recruitment strategy	Completed and on-going

Action 2021-2022	completed
Create a decolonising / anti-racist T&L model / recipe that other programmes can adopt: Why (theory), what (model), how (practice) ... as well as show the impact it has had on our course.	End of academic year By November
Website - Decolonising our programme. To include pages on: <ol style="list-style-type: none"> 1. Our journey to now 2. Our mission 3. Underpinning Theory 4. Current objectives - including Action Plan 5. Resources 6. Global Majority Collective 7. Collaboration with partners - Hope Burundi University, OCC, 8. Institutional Impact 9. Student Voices and Social Worker voices 	Start over the summer - completed by September?