

HSL Faculty, UiT The Arctic University of Norway, 2022.	<b>TEMPLATE FOR COURSE DESCRIPTIONS, THE HSL FACULTY</b> <b>Please see explanation to each point below.</b> The template is based on requirements for modules within the UiT quality system.
<b>Name</b>	Bokmål: Nynorsk: English: <b><i>Making social work research relevant: Stakeholder engagement, research realities and policy influence</i></b>
<b>Course code and level</b>	SVF 8067
<b>Type of course</b>	The course may be taken as a single course by doctoral students from Norway and other countries.
<b>Scope</b>	5 ECTS
<b>Required / recommended previous knowledge</b>	<p>PhD students or holders of a Norwegian Master’s Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students.</p> <p>Holders of a Master’s Degree must upload a Master’s Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list:  <a href="https://www.nokut.no/globalassets/nokut/artikkelbibliotek/utenlandsk_utdannin_g/sulista/2021/language_requirements_gsu_121121.pdf">https://www.nokut.no/globalassets/nokut/artikkelbibliotek/utenlandsk_utdannin_g/sulista/2021/language_requirements_gsu_121121.pdf</a></p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document:  <a href="https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf">https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</a></p> <p>-----</p> <p>The course is part of the activities of the Norwegian Research School of Social Work and Child Welfare (NORWEL). PhD-students who are enrolled in NORWEL have preference for this course. PhD-students who are not enrolled in NORWEL can apply for this course, if space permits.</p> <p>The course has 20 seats, with a minimum number of participants of 5. If the number of applicants exceeds the available number of seats, applicants will be ranked from category 1 to 5.</p> <p>Category 1: Doctoral students enrolled in NORWEL.  Category 2: Doctoral students from other universities  Category 4: Applicants with a Master’s degree (120 ECTS) or equivalent.  Category 5: Postdoctoral researchers.</p>
<b>Course contents</b>	<p>Good research depends on solid project design, including precise research questions and carefully planned strategies for data gathering. But how can we enhance the impact of our research?</p> <p>In this course, students will be presented with strategies to collaborate with and actively involve different stakeholders in social work research, how challenges in collaborating with service users, practitioners and leadership in social and child welfare services can be anticipated and quickly responded, and how to use</p>

	<p>research results to influence welfare policy and social work practice. Lectures and groupwork will focus on how</p> <ul style="list-style-type: none"> <li>- a collaborative relationship with relevant stakeholders can be established and maintained when building a net of respondents, and when identifying gate keepers to welfare services</li> <li>- service users can be attracted to participate in social work research</li> <li>- organizational cultures can affect data collection strategies</li> <li>- the value of independent research vs. maintaining a good relationship with different stakeholders in the field that the research takes place in can be balanced</li> <li>- research results can be used to influence welfare policy and practice in social and child welfare services.</li> </ul> <p>Students are encouraged to evaluate critically the contribution of their own research project for the practice field and to reflect on making the results of their research relevant for policy makers.</p>
<p><b>Learning outcomes</b> Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	<p>The students have the following learning outcomes:</p> <p><b>Knowledge</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>- has state-of-the-art knowledge about strategies for involving different stakeholders in social work research</li> <li>- is in the forefront of knowledge about how to conduct independent research in a good relationship with practitioners, welfare bureaucracy and service users</li> <li>- has a firm grasp about strategies for maximizing policy influence of social work research.</li> </ul> <p><b>Skills</b></p> <p>The student can:</p> <ul style="list-style-type: none"> <li>- balance successfully the standards for high quality research and the knowledge demands from practitioners, policy makers and end-users</li> <li>- choose between internationally successfully applied strategies for attracting social work practitioners, policy makers and service users as participants in research</li> <li>- communicate research results effectively to different stakeholders in social work practice and policy making.</li> </ul> <p><b>Competence</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>- can communicate social work research through recognized Norwegian and international channels</li> <li>- can participate in and influence policy making about issues relevant to social work practice and research</li> <li>- can identify new relevant ethical issues and carry out research relevant to social work with scholarly integrity.</li> </ul>
<p><b>Teaching and working methods</b> Teaching methods, scope</p>	<p>Teaching methods include lectures, group work, individual presentations and discussions by the participants. PhD-students are expected to present their</p>

and frequency should be described. Also provide information about the number of lectures / classes.	ongoing research and to assess the relevance of their work for social work practice and policy making.  The duration of the course is three days (22,5 hours).
<b>Quality assurance of the course</b>	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
<b>Coursework</b> The required coursework must be clear and feasible. Keep the scope of the course in mind.	The following coursework requirements must be completed and approved in order to take the final exam: Participation is mandatory, and candidates are expected to attend all days of teaching. A minor absence (up to 20 %) can only be accepted under certain circumstances and upon application. In the event of absences that are not approved, candidates will lose their right to have their essays assessed.
<b>Assessment and exam</b> Provide clear information about exam form(s). The amount of hours/days/weeks must be given.  In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½).  A-F grades scale or Pass/Fail	The exam will consist of a written essay between 4000 and 6000 words. The essay must be written in English or Norwegian.  Students can choose to write their essay either as <ul style="list-style-type: none"> <li>- a discussion of expected or experienced challenges in getting access to the field of inquiry and in organizing a net of respondents,</li> <li>- an assessment of the implications of their project for different stakeholders in the practice field, including policy makers, or</li> <li>- a policy brief, informing policy makers about the implication of the PhD-project for future welfare policies.</li> </ul> The essay must be handed in for assessment no later than two months after the end of the course. A passed essay is a precondition for being awarded the 5 ECTS. If the essay is awarded a fail grade, the candidate can submit a revised essay once, by a specified deadline. The essay will be graded by the course lecturers.  The exam will be assessed on a Pass/Fail basis.
<b>Retake</b>	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
<b>Syllabus</b>	700
<b>Language of instruction and examination</b>	Course language is English or, in case that all participants are sufficiently proficient, in a Scandinavian language.

## EXPLANATION OF TEPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both students and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code number indicates the <i>academic level</i> of the course. 0000 courses are introductory courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.
Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for students who belong to the degree program ( <i>name of degree program</i> )" or "This course may be taken as a single course (by students who meet the admission requirements for the degree program in ( <i>name of degree program</i> ))".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is <i>recommended</i> , but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	<p>Learning outcomes should be clearly formulated and described in bullet points under the categories <i>understanding</i>, <i>skills</i>, and <i>competence</i>. A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions.</p> <p><u>The descriptions should have the following structure:</u></p> <p>By the end of the course the student has obtained the following:</p> <p><b>Knowledge:</b> The student has:</p>

	<p>- knowledge about / understands / insight about / overview on etc.</p> <p>It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master's level:) deep / thorough knowledge, deep/specialized insight etc.</p> <p>At least three points.</p> <p><b>Skills:</b> The student is able to / can</p> <p>- analyse / consider / assess / formulate / discuss / conclude / summarize / recap</p> <p>-</p> <p><b>Competence:</b> The student</p> <p>- is able to / may</p>
Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the students may assess and give feedback on the quality of the course (evaluation, reference groups, student representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	<p>Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment.</p> <p>Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the</p>

	exams (amount of hours/days) and the required amount of words in written exams should be indicated.
Retake	Information on possible admission and completion of retake examinations should be given.
Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.
Language of instruction and examination	<p>During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18).</p> <p>Indication of <i>Language of instruction</i> is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian students and/or integrate students with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English.</p> <p>Indication of <i>Language of examination</i> is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, students should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes.</p> <p>Special regulations for language of instruction and examination may apply for courses within language and linguistics.</p>
External candidates for examination	Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.
Other regulations	Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.