

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Understanding & Learning from Service Failures (PG)			
Code: SWPG11006	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	G Graham		
Summary of Module			
Through the use of an inquiry-based learning pedagogy, students will be supported to develop a conceptual understanding of need and risk, and to grasp the practical relationship between the assessment of need, risk and positive outcomes, or alternatively failures in service delivery. Students will consider and analyse the findings from Serious Case Reviews (renamed Learning Reviews from 2022).			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

<p>Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:</p>	
L1	Demonstrate a critical understanding of the concepts of need and risk.
L2	Provide a critical analysis of the processes of assessing need and risk with reference to practice frameworks.
L3	Provide a critical review and analysis of key findings from reviews of service failures.
L4	Demonstrate an understanding of ethical practice in the assessment of need and risk.
L5	Demonstrate the ability to articulate a cogent analysis in a manner that conforms to professional expectations and academic conventions.
<p>Employability Skills and Personal Development Planning (PDP) Skills</p>	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 11</p> <p>At the end of this module students will have a critical understanding of the relationship between service failures and subsequent changes to policy and practice.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 11</p> <p>Students will make use of enquiry-based learning approaches to direct their own learning to develop their own critical analysis.</p>
Generic Cognitive skills	<p>SCQF Level 11</p> <p>Students will be able to understand key principles in social work practice and how we learn and develop from service failures. Students will be able to recognise and critically reflect upon ethical dilemmas and the different, and sometimes competing, perspectives of stakeholders.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level 11</p> <p>Students will make effective use of ICT to support and develop written and oral communication skills.</p>
Autonomy, Accountability and Working with others	<p>SCQF Level 11</p> <p>Students will be able to take responsibility for planning their own learning and academic and professional development in keeping with the SSSC Codes of Practice for Social Services Workers. Students will work in groups to explore evidences sources used to support social work practice.</p>
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	24
Laboratory/Practical Demonstration/Workshop	12
Independent Study	164
	Hours Total 200

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Care Inspectorate (2019) Learning from Significant Case Reviews March 2015 to April 2018. Available at: <https://www.careinspectorate.com/images/documents/5064/Learning%20from%20significant%20case%20reviews%20March%202015%20-%20April%202018.pdf>

Getting It Right For Every Child 2006, (Latest Update) The Scottish Government: <https://www.gov.scot/policies/girfec/>

Parton, N. (2004). "From Maria Colwell to Victoria Climbié: reflections on public inquiries into child abuse a generation apart." Child Abuse Review 13(2): 80-94

NSPCC (22 September 2021) History of Child Protection in the UK. Available at: <https://learning.nspcc.org.uk/child-protection-system/history-of-child-protection-in-the-uk>

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with: timetabled sessions (whether online or in-person); course-related learning resources including those accessed via the LEP/VLE and if they complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Psychology & Social Work
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG/PG Social Work
Moderator	L Nuttal
External Examiner	S Lucas
Accreditation Details	SSSC
Changes/Version Number	2.04 new module

Assessment: (also refer to Assessment Outcomes Grids below)

Assessment 1 The first assessment will require students to work individually, to produce a written assessment of 2,500 words. This assessment will be worth 70% of the module marks.

Standard University regulations apply to the pass thresholds for postgraduate modules.

Assessment 2 The second assessment for this module will require students to produce and present an individual poster presentation. The poster will be worth 30% of the module marks. Each student will record their presentation and submit it in accordance with further instructions.

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written Assessment	✓	✓		✓	✓	70	

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Poster Presentation			✓			30	

Combined Total for All Components						100%	36 hours
--	--	--	--	--	--	-------------	-----------------

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)