Module Descriptor

Title	Understanding and Learning from Service Failures (GA)		
Session	2026/27	**Status**	
Code	GASW07002	**SCQF Level**	7
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	TBC		

Summary of Module

This module develops students' critical knowledge and understanding of key vulnerabilities and risk factors by engaging them in analysis of a series of Serious Case Reviews (renamed Learning Reviews from 2022) and considers the implications of these for social work policy and practice. It introduces students to the importance of professional communication and the value of case recording. - Exploration and analysis of a range of Serious Case Reviews (known as Learning Reviews from 2022) - Exploration of the implications of these for Social Work policy and practice Importance of effective communication between professionals - The importance of case recording.

The module will be delivered in a hybrid mode with a combination of synchronous / live online learning opportunities including learning materials, resources and learning activities through a virtual learning environment. Students will be expected to draw from their current practice and use examples within all learning activities, including summative assessment.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☐	☒	☐	☒

Campuses for Module Delivery			
	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate a critical understanding of important lessons about risk factors for vulnerability from the inquiries
L2	Demonstrate an understanding of key and contemporary policy and legislation.
L3	Identify recurring themes derived from the serious case reviews/learning reviews
L4	Demonstrate a critical understanding of key theory and research findings that inform our understanding of serious case reviews.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 7** Students will develop knowledge and understanding of the relevance of service failures for professional social work practice
Practice: Applied Knowledge and Understanding	**SCQF 7** Students will develop the ability to apply their knowledge to a range of professional practice contexts
Generic Cognitive skills	**SCQF 7** Students will develop a range of critical skills (including inquiry/research skills) relevant to professional social work practice and to higher-level academic study.
Communication, ICT and Numeracy Skills	**SCQF 7** Students will develop a range of ICT skills as a result of engagement in this module. These will include developing competence in the use of a variety of online platforms used in professional social work practice
Autonomy, Accountability and Working with Others	**SCQF 7** Students will take responsibility for significant elements of their own learning as well as working in groups and teams

Prerequisites	**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.

The module will be delivered in a hybrid mode with a combination of synchronous / live online learning opportunities including learning materials, resources and learning activities through a virtual learning environment. Students will be expected to draw from their current practice and use examples within all learning activities, including summative assessment.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Work-based Learning	100
Independent Study	64
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources

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

Akister, J. (2006). "A systems approach: back to the future - response to Munro, E. (2005) 'A systems approach to investigating child abuse deaths', British Journal of Social Work, 35(4), pp. 531-46." British Journal of Social Work 36(1): 159-161 https://doi.org/10.1093/bjsw/bch398

Corby, B., Doig, A., & Roberts, V. (1998) Inquiries into child abuse, Journal of Social Welfare and Family Law, 20:4, 377-395, DOI: 10.1080/09649069808410262

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 https://doi.org/10.1093/bjsw/bch398

(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:

This module is subject to SSSC requirements regarding student attendance for scheduled teaching. Students are required to attend 80% of all timetabled activity to meet programme specific SSSC requirements.

Engaging in all learning tasks as directed, being prepared for all scheduled learning, including module reading, engaging in all module learning materials, submitting academic assessment within the specified deadlines..

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. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustments made for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessments will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustments as necessary.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	UG & PG Social Work
Moderator	TBC
External Examiner	TBC
Accreditation Details	SSSC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written assessment - 100%
Assessment 2
Critical Reflection - Pass/Fail
Assessment 3
(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.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written Assignment	☒	☒	☒	☒	☐	100	36

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Critical Reflection - Pass/Fail	☒	☒	☒	☒	☐		

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
Adapted for GA delivery	13-07-25	Scott Grant
Critical reflection, new module code, 100 hours of work-based learning added	03-03-26	Scott Grant