University of the West of Scotland

Module Descriptor

Session: 24/24

Title of Module: Understanding and Learning from Service Failures (UG)			
Code: SWRK07003	**SCQF Level: 7 (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
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.

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☒	☐	☐	☐	☐	☐
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:
☒	☐	☒	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	⊠	Term 2	☐	Term 3	☐

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:

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	Click or tap here to enter text.

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 Level 7 Students will develop knowledge and understanding of the relevance of service failures for professional social work practice.
Practice: Applied Knowledge and Understanding	SCQF Level 7 Students will develop the ability to apply their knowledge to a range of professional practice contexts.
Generic Cognitive skills	SCQF Level 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 Level 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 Level 7

	Students will take responsibility for significant elements of their own learning as well as working in groups and teams

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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	36
Laboratory/Practical Demonstration/Workshop	0
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:

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:

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.

This module is compliant with all protected characteristics outlined in equalities legislation.

(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 ☐ No ☒
School Assessment Board	Ug/Pg Social Work
Moderator	E Watterson
External Examiner	L Smith
Accreditation Details	SSSC
Changes/Version Number	2.0

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: Written assessment. 100% of module mark
(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 Assignment	✓	✓	✓	✓		100	

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

Component 3							
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
Combined Total for All Components						100%	XX 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)