University of the West of Scotland

Module Descriptor

Session:

Title of Module: Social Work Law			
Code: SWRK08002	**SCQF Level: 8 (Scottish Credit and Qualifications Framework)**	**Credit Points: 20**	**ECTS: 10 (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	J Sturgeon		

Summary of Module

In Social Work Law students are introduced to the sources of law underpinning social work practice in Scotland and the policy contexts which the law exists to serve.
 	
Students will become familiar with and confident in specific areas of law relating to children and families, adults requiring care, support or protection, those in the criminal justice system, and those seeking asylum. Legislation concerning equality and human rights will be introduced and the role of the European Convention of Human Rights considered.
 	
Students will gain an understanding of the legal duties, powers and responsibilities of social workers and their employers and explore how law is used in practice to identify, manage, and minimise risk, challenge discrimination and promote social justice and empowerment.
 	
Through application of their learning to examples that are derived from practice, students will discover and have practice in identifying and reviewing the ethical tensions involved in applying the law in social work practice.
 	
    • Introduction to sources of law and the related policy drivers underpinning social work practice in Scotland
 	
    • Exploration of law relating to key areas of social work practice: adult care, child care, criminal justice, and immigration and asylum
 	
    • Exploration of professional values and ethical dilemmas inherent in the law and complex social work practice

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 critical knowledge and understanding of aspects of law relevant to, and underpinning, social work practice
L2	Demonstrate critical knowledge and understanding of social work law in evaluating complex professional practice problems, issues and ethical dilemmas
L3	Demonstrate knowledge and understanding of the role of law in empowering service users, minimising risk to service users and challenging discrimination
L4	Demonstrate the ability to communicate complex ideas in appropriate academic forms
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 Level **8** Students will develop a robust understanding of the legal basis for social work interventions in Scotland.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Students will develop the ability to apply their knowledge to a range of professional practice contexts.
Generic Cognitive skills	SCQF Level **8** Students will develop the ability to critically evaluate and synthesize ideas, concepts and information relevant to social work process and practice and to develop and present reasoned opinions and coherent arguments.
Communication, ICT and Numeracy Skills	SCQF Level **8** Students will develop a range of professional communication and 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 **8** 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	24
Laboratory/Practical Demonstration/Workshop	12
Asynchronous Class Activity	36
Independent Study	128
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total

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

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

Maclean, S., and Shiner, M. (2018) Social Care and the Law in Scotland 11th edition

Click or tap here to enter text.

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

Engaging with online pre and post class activities. Attending taught classes on and off-campus.

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 and Social Work
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Ug/Pg Social Work & CDAS
Moderator	
External Examiner	Jill Davey
Accreditation Details	Scottish Social Services Council
Changes/Version Number	3.11 Minor changes to wording in "Module Summary". Reduction in number of "Indicative Resources"

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).
NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 : Class test worth 40% of the module mark

Assessment 2: Presentation worth 60% of the 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
Class Test	X	X				40	

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
Presentation	X	X	X	X	X	60	

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)