University of the West of Scotland

Module Descriptor

Title of Module: Reflective Practice			
Code: SWRK08005	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	P Gow		

Summary of Module
This module builds on the communication and interpersonal skills developed in Professional Communication Skills (Term 1). The module focuses on overarching themes of critical and self-reflection, alongside exploring aspects of self-care which are core to becoming resilient practitioners. Strategies to build resilience, mindfulness, and self–awareness will be explored. Personal reflection on strengths and areas for ongoing development will be required. • Supports the development of critical reflection and capacity for critically evaluating inter-personal communication skills and use of self. • Provides an enhanced understanding of professional resilience, cognitive bias and self-care skills. • Develops a critical understanding of the role of power and commitment to anti-oppressive and anti-racist practice. • Supports an emerging sense of professional identity and preparation for becoming a professional practitioner. • Embeds the role of peer feedback in practice development.

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 knowledge and understanding of approaches to critical reflection on practice relevant to professional Social Work
L2	Demonstrate ability to apply approaches to self-care relevant to professional Social Work practice
L3	Demonstrate a commitment to developing anti-racist and anti-oppressive practice
L4	Demonstrate ability to evaluate own interpersonal skills
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 **8** Students will develop critical knowledge and understanding of interpersonal communication skills and strategies for self-care relevant to contemporary Social Work practice.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Students will develop the capacity to apply knowledge to a range of practice scenarios and contexts.
Generic Cognitive skills	SCQF Level **8** Students will develop the ability to engage in critical reflection, thinking and analysis in relation to use of self in professional practice.

Communication, ICT and Numeracy Skills	SCQF Level **8** Developing skills in interpersonal communication is a key focus of the module. Students will also develop competence in engaging on digital platforms to collaborate, which is a requirement of contemporary social work practice.	
Autonomy, Accountability and Working with others	SCQF Level **8** Students are required to take responsibility for elements of their learning and development, as well as take part in group work and role play. Providing peer feedback will be relevant to student development.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following: Completion of all previous modules within this programme, in order to comply with the Readiness for Assessed Practice Requirements of the Scottish Social Services Council.	
	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.	
The module will take a blended approach, with some core content delivered online and practice simulation and role play delivered during regular on-campus sessions. Teaching will facilitate reflective dialogue and consolidation of learning, in preparation for assessment and future practice. **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	18
Tutorial/Synchronous Support Activity	18
Asynchronous Class Activity	36
Independent Study	128
	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:

Grant, L. and Kinman, G. (2014) *Developing Resilience for Social Work Practice.* London: Palgrave Macmillan

Knight, A. and McNaught, A. (2011) *Understanding Wellbeing: An Introduction for Students and Practitioners of Health and Social Care.* Oxon: Lantern Publishing Ltd.

Koprowska, J. (2020) *Communication and Interpersonal Skills in Social Work.* London: Learning Matters.

Tedam, P. (2020) *Anti-Oppressive Social Work Practice.* London: Learning Matters

Thompson, N. (2021) *People skills (5th Edition).* London: Bloomsbury.

Thompson, S. & Thompson, N. (2023) *The Critically Reflective Practitioner: 3rd Ed.* London: Bloomsbury.

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:

Please refer to the Student Attendance and Engagement Procedure at the following link: [Student Attendance and Engagement Procedure September 2023 (uws.ac.uk)](#)

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..

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(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 & CDAS
Moderator	Tina Laurie
External Examiner	J Davey
Accreditation Details	SSSC
Changes/Version Number	

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 - Component 1 worth 50% of the module mark Reflective log: based on a role-play, with reference to relevant knowledge and theories.
Assessment 2 Component 2 worth 50% of the module mark Academic essay: Discuss the benefits and barriers to implementing relevant self-care aspects in social work practice
(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**
Reflective Log	✓		✓	✓		50	

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**
Academic Essay	✓	✓				50	
Combined Total for All Components						**100%**	

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)