

## University of the West of Scotland

## Module Descriptor

Session: 2023/24

|  |   |                              |   |
|--|---|------------------------------|---|
| <b>Title of Module: Professional Communication (Social Work)</b>   |   |                              |   |
| <b>Code: SWRK08006</b>   | <b>SCQF Level: 8<br/>(Scottish Credit<br/>and<br/>Qualifications<br/>Framework)</b> | <b>Credit Points:<br/>20</b> | <b>ECTS:<br/>10<br/>(European<br/>Credit Transfer<br/>Scheme)</b> |
| <b>School:</b>   | School of Education and Social Science  |                              |   |
| <b>Module Co-ordinator:</b>  | S Gittins   |                              |   |
| <b>Summary of Module</b>   |   |                              |   |
| <p>This module develops core communication skills for professional social work practice. Skills to fully engage service users, their families and to facilitate partnership working are developed. Professional identity and the use of critical self-reflection are central module themes.</p> <ul style="list-style-type: none"> <li>• Development of core communication and engagement skills for professional practice.</li> <li>• Development of effective written communication skills for professional practice.</li> <li>• Management of challenging conversations, recognising professional safety and boundaries.</li> <li>• Enhancement of critical reflective skills to maximise effective professional practice.</li> <li>• Recognition of the centrality of the role of communicative competencies as foundations of professional identity.</li> </ul> |   |                              |   |

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

|                                       |
|---------------------------------------|
| <b>Campus(es) for Module Delivery</b> |
|---------------------------------------|

|   |                          |                                     |                          |                          |                           |          |
|---|--------------------------|-------------------------------------|--------------------------|--------------------------|---------------------------|----------|
| The module will <b>normally</b> 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 checked="" 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"/> |

| Learning Outcomes: (maximum of 5 statements)<br>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.<br>At the end of this module the student will be able to: |  |
|--|--|
| L1   | Demonstrate knowledge and understanding of professional formal written communication skills.                                 |
| L2   | Demonstrate ability to apply knowledge of communication models and approaches relevant to professional social work practice. |
| L3   | Convey the outcomes of academic inquiry in appropriate academic and professional formats.                                    |
| L4   | Demonstrate evidence of understanding of the importance of reflective and reflexive practice.                                |
| L5   | Click or tap here to enter text.   |

| Employability Skills and Personal Development Planning (PDP) Skills |  |
|---|--|
| <b>SCQF Headings</b>  | During completion of this module, there will be an opportunity to achieve core skills in:  |
| Knowledge and Understanding (K and U)                               | SCQF Level <b>8</b><br><br>Students will develop knowledge and understanding of a range of specialist communication skills relevant for professional social work practice. |
| Practice: Applied Knowledge and Understanding                       | SCQF Level <b>8</b>  |

|  |  |                      |
|--|--|----------------------|
|  | Students will develop the ability to apply their knowledge to a range of professional practice contexts.   |                      |
| Generic Cognitive skills                         | SCQF Level <b>8</b><br>Students will develop a range of critical skills relevant to professional social work practice and to higher-level academic study.  |                      |
| Communication, ICT and Numeracy Skills           | SCQF Level <b>8</b><br>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 <b>8</b><br>Students will take responsibility for significant elements of their own learning as well as working in groups and teams.  |                      |
| <b>Pre-requisites:</b>                           | Before undertaking this module the student should have undertaken the following:   |                      |
|  | <b>Module Code:</b>  | <b>Module Title:</b> |
|  | <b>Other:</b>  |                      |
| <b>Co-requisites</b>                             | <b>Module Code:</b>  | <b>Module Title:</b> |

\*Indicates that module descriptor is not published.

| <b>Learning and Teaching</b>  |  |
|---|--|
| <b>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.</b> |  |
| <b>Learning Activities</b><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:                                    | <b>Student Learning Hours</b><br>(Normally totalling 200 hours):<br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Lecture/Core Content Delivery   | 30   |

|  |                     |
|--|---------------------|
| Independent Study  | 170                 |
| Choose an item.  |                     |
| Choose an item.  |                     |
| Choose an item.  |                     |
| Choose an item.  |                     |
| Choose an item.  |                     |
| Choose an item.  |                     |
| Choose an item.  |                     |
|  | Hours Total 200hrs. |
| <b>**Indicative Resources: (eg. Core text, journals, internet access)</b>  |                     |
| <p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Beesley, P. Watts, M. and Harrison, M. (2019) Developing your Communication Skills in Social Work.</p> <p>Healy, K. and Mullholland, J. (2019) Writing Skills for Social Workers.</p> <p>Rogers, M. Whitaker, D. Edmondson, D. and Peach, D. (2017) Developing Skills for Social Work Practice.</p> <p>Trotter, C. (2014) Working with Involuntary Clients: A guide to practice.</p> <p>Woodcock Ross, J. (2016) Specialist Communication Skills for Social Workers: Developing professional capability.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p> |                     |
| <p>(**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)</p>  |                     |
| <b>Attendance and Engagement Requirements</b>  |                     |

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:

Attendance for all scheduled learning sessions, engagement with learning materials, engagement with all class discussion and tasks and submission of all academic tasks as directed.

### 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

|                                       |   |
|---------------------------------------|---|
| <b>Divisional Programme Board</b>     | Psychology and Social Work  |
| <b>Assessment Results (Pass/Fail)</b> | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| <b>School Assessment Board</b>        | Social Work.  |
| <b>Moderator</b>                      | A Muir.   |
| <b>External Examiner</b>              | L. Smith.   |
| <b>Accreditation Details</b>          | SSSC.   |
| <b>Changes/Version Number</b>         | 2   |

### 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: 50%. Written assessment

Assessment 2: 50% Reflective assessment.

Assessment 3 – **Free Text**

(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)**

| <b>Component 1: Written assessment</b> |                             |                             |                             |                             |                             |  |                                 |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b>   | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
|  | x                           | x                           | x                           |                             |                             | 50   |                                 |

| <b>Component 2: Reflective assessment</b> |                             |                             |                             |                             |                             |  |                                 |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b>      | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
|   |                             | x                           | x                           | x                           |                             | 50   |                                 |

| <b>Component 3</b>                       |                             |                             |                             |                             |                             |  |                                 |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--|---------------------------------|
| <b>Assessment Type (Footnote B.)</b>     | <b>Learning Outcome (1)</b> | <b>Learning Outcome (2)</b> | <b>Learning Outcome (3)</b> | <b>Learning Outcome (4)</b> | <b>Learning Outcome (5)</b> | <b>Weighting (%) of Assessment Element</b> | <b>Timetabled Contact Hours</b> |
|  |                             |                             |                             |                             |                             |  |                                 |
| <b>Combined Total for All Components</b> |                             |                             |                             |                             |                             | <b>100%</b>                                | <b>XX hours</b>                 |

**Change Control:**

| <b>What</b>   | <b>When</b> | <b>Who</b> |
|---|-------------|------------|
| 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)