

## University of the West of Scotland

## Module Descriptor

Session: 202324

<b>Title of Module: Assessment in Social Work</b>			
<b>Code: SWRK08007</b>	<b>SCQF Level: 8 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 20</b>	<b>ECTS: 10 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education and Social Sciences		
<b>Module Co-ordinator:</b>	E Watterson		
<b>Summary of Module</b>			
<p>This module introduces students to the importance of assessment in social work practice. It encourages students to take a holistic approach during assessment. Students will improve their awareness of how assessment influences professional decision making and risk management planning. Themes of risk, needs, strengths and protective factors will be developed throughout the module.</p>			

<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

<b>Term(s) for Module Delivery</b>
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(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

<p><b>Learning Outcomes: (maximum of 5 statements)</b>  <b>These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.</b>          At the end of this module the student will be able to:</p>	
L1	Demonstrate a critical understanding of how service user and carer narratives inform social work practice and process.
L2	Demonstrate critical understanding of how concepts of need, risk, and strengths are translated into practice.
L3	Demonstrate an understanding of how theoretical frameworks and research inform social work practice
L4	Demonstrate an understanding of the social work process in preparation for work with individuals, families, groups, and communities.
L5	Click or tap here to enter text.
<p><b>Employability Skills and Personal Development Planning (PDP) Skills</b></p>	
<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)	<p>SCQF Level <b>8</b></p> <p>Students will develop knowledge and understanding of the social work process and of the centrality of assessment in the social work process.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>8</b></p> <p>Students will develop the ability to apply their knowledge to a range of professional practice contexts.</p>
Generic Cognitive skills	<p>SCQF Level <b>8</b></p> <p>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.</p>
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>8</b></p> <p>Students will develop a range of ICT skills as a result of engagement in this module. These will include developing</p>

	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> 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> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (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 : 200
<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><b><u>CORE TEXT:</u></b></p> <p>Kemshall, H. (2013) Working with Risk: Skills for contemporary practice, Cambridge, Polity Press.</p> <p><b><u>OTHER RECOMMENDED TEXTS:</u></b></p> <ul style="list-style-type: none"> <li>• Healy, K. (2014) Social Work theories in context: Creating a framework for practice. 2<sup>nd</sup> edition, United Kingdom: Palgrave Macmillan.</li> <li>• Parker, J and Bradley, G (2010) Social Work Practice: Assessment, planning, Intervention and review (transforming social work practice), 3<sup>rd</sup> edition, Exeter: Learning Matters.</li> <li>• Parris, M. (2012) An Introduction to social work practice : A practical handbook, Maidenhead: Open University Press.</li> <li>• Trevithick, P. (2012) Social Work skills and knowledge: A practice handbook, 3<sup>rd</sup> Edition, Maidenhead: Open University Press.</li> </ul> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</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>	
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>: 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.</p>	

For the purposes of this module, academic engagement equates to the following:

In line with the Academic Engagement and Attendance Procedure, 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](#).

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 & Social Work
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Ug/Pg Social Work
<b>Moderator</b>	S. Gittins
<b>External Examiner</b>	L.Smith
<b>Accreditation Details</b>	SCCC
<b>Changes/Version Number</b>	1.08

### 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 – Written Assignment 100% (made up of 2 components, 1<sup>st</sup> : Risk Assessment devised from a case study [40%], 2<sup>nd</sup> : Written discussion of Risk Assessment with reference to academic sources [60%].

Assessment 2 – **Free Text**

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</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>
Risk Assessment	√	√		√		40%	0

<b>Component 2</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>
Written discussion of Risk Assessment with reference to academic sources	√	√	√	√		60%	0

<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>0</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)**