University of the West of Scotland

Module Descriptor

Session: 2024/2025

Title of Module: Critical and Radical Social Work Practice			
Code: SWRK08008	SCQF Level: 8 (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 has been designed in accordance with the principles of inquiry-based learning. Students will embark upon a journey of discovery in which they will explore critical and radical approaches in social work theory and practice.
Exploring key critical themes in contemporary social work including the impact of the climate crisis and social justice.
It will help prepare students to work in an increasingly complex environment considering how competing imperatives of resource management and the assessment and management of need and risk must be balanced in a socially just manner.
It will equip students to engage critically and constructively with key debates concerning how social work practice should evolve to meet the requirements of integrated service delivery and personalised services within a framework of social justice.
It will enable students to develop critical, anti-oppressive and anti-colonial perspectives in their responses to vulnerable groups and social problems.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid O	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 detailed knowledge and critical understanding of the development and application of critical and radical approaches to social work practice.
L2	Demonstrate a detailed knowledge and critical understanding of the climate emergency and the impact on vulnerable groups and communities.
L3	Demonstrate an understanding of the role of ideological positions in approaching issues of social justice, including the need for an anti-colonial perspective.
L4	Demonstrate a critical understanding of social work as a political activity, concerned with issues of power, and the promotion of social justice in a global context.
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** An understanding of the scope of critical practice in social work
Practice: Applied Knowledge and Understanding	SCQF Level **8** The ability to apply both general and specialist knowledge to social work practice. The ability to critically analyse current issues in social policy and social work practice and to identify the political ideologies, interests and forces underpinning them
Generic Cognitive skills	SCQF Level **8** 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 **8** 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 **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	36
Independent Study	164
Choose an item.	
	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:

Dominelli, L (2012) Green social work: from environmental crises to environmental justice, Cambridge: Polity

Fenton, J. (2019) Social Work for lazy radicals: relationship building, critical thinking and courage in practice, London: Red Globe Press

Ferguson, I. (2013) Critical and Radical Debate in Social Work. Bristol: Policy Press.

(**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:

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.

This module is compliant with all protected characteristics, as identified 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 Social Work
Moderator	B Fisher
External Examiner	J Davey
Accreditation Details	SSSC
Changes/Version Number	2.

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 Written assignment. 100% of module grade.
(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**
	✓	✓	✓	✓		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

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