University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Practising Responsivity			
Code: SWRK08011	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Science		
Module Co-ordinator:	E Watterson		

Summary of Module
The module aims to develop professional responsivity skills ready for practice. Students will enhance their understanding of the centrality of the service user voice and lived experience in influencing and shaping practice, including professional decision-making.   Learning will consist of identifying service user and carer experiences of practice from several fields, to help demonstrate professional reflection, reflexivity and practising anti-oppressively.   Students are encouraged to apply learning to practice by considering how service user lived experiences will influence their future professional identity and practice in line with core professional values.   A central theoretical theme of the module is the African concept of Ubuntu, meaning humanity to others.

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 detailed understanding of the importance of practising responsivity and how this relates to practising anti-oppressively.
L2	Demonstrate the ability to practice responsivity by evidencing critical reflection skills and reflexivity in responding effectively to diverse service user voice and service user lived experience.
L3	Demonstrate critical professional responsivity skills by evidencing how the service user voice and lived experience will influence professional decision making.
L4	
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** Demonstrate and/or work with: • A knowledge of the scope, defining features, and main areas of the subject/discipline/sector. • Specialist knowledge in some areas. • A discerning understanding of a de-fined range of core theories, concepts, principles and terminology. • Awareness and understanding of some major current issues and specialisms. • Awareness and understanding of research and equivalent scholarly/academic processes
Practice: Applied Knowledge and Understanding	SCQF Level **8** Apply knowledge, skills and understanding: • In using a range of professional skills, techniques, practices and/or materials associated with the subject/discipline/sector, a

	few of which are advanced and/or complex. • In carrying out routine lines of enquiry, development or investigation into professional level problems and issues. • To adapt routine practices within accepted standards.
Generic Cognitive skills	SCQF Level **8** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues that are within the common understandings in a subject/discipline/sector. • Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues.
Communication, ICT and Numeracy Skills	SCQF Level **8** Use a wide range of routine skills and some advanced and specialised skills associated with a subject/discipline/sector, for example: • Convey complex information to a range of audiences and for a range of purposes. • Use a range of standard ICT applications to process and obtain data. • Use and evaluate numerical and graphical data to measure progress and achieve goals/target
Autonomy, Accountability and Working with others	SCQF Level **8** Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector. • Exercise managerial responsibility for the work of others within a defined structure. • Manage resources within defined areas of work. • Take the lead on planning in familiar or de-fined contexts. • Practise in ways that show awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating tasks. • Work, under guidance, with others to acquire an understanding of current professional practice. • Manage, under guidance, ethical and professional issues in accordance with current professional and/or ethical codes or practices
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.	
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. (2018) Anti-Racist Social Work McNeill, F. (2019) Pervasive Punishment Lee, D. et al (2013) Social Work and Divinity Knitter, P. (2010) Social Work and Religious Diversity Sexuality and Social Work Special Interest Group; About us – Sexuality and Social Work (cited as a resource) Research in Practice; Supporting evidence-informed practice with children and families, young people and adults (cited as a resource).	

(**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:

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.

This module is compliant with all protected characteristics, as identified within 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 and Social Work
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Social Work.
Moderator	S. Gittins
External Examiner	J. Davey
Accreditation Details	SSSC.
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1: 100%. Written assessment
(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: Written assessment							
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
Written Assignment	x	x	x			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