



Module Descriptor

Title	Responsivity in Practice		
Session	2025/26	Status	
Code	SWRK08011	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	E Watterson		
Summary of Module The module aims to develop professional responsivity skills ready for practice and working with different service users. It's built around the 2021 World Social Work theme Ubuntu. Ubuntu means 'I am because you are' and humanity to others. It's also partly structured around the Equalities Act 2010. 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.			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
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	Reflect global research in discussion of Responsivity.[new]
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 8 Demonstrate and/or work with: <ul style="list-style-type: none"> • 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 8 Apply knowledge, skills and understanding: <ul style="list-style-type: none"> • 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 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.

	<ul style="list-style-type: none"> • 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	<p>SCQF 8</p> <p>Use a wide range of routine skills and some advanced and specialised skills associated with a sub-ject/discipline/sector, for example:</p> <ul style="list-style-type: none"> • 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/targets
Autonomy, Accountability and Working with Others	<p>SCQF 8</p> <p>Exercise autonomy and initiative in some activities at a professional level in practice or in a sub-ject/discipline/sector.</p> <ul style="list-style-type: none"> • 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 defined 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

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

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.	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture / Core Content Delivery	30
Independent Study	170
Please select	

Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Core text:</p> <p>Dominelli, L. (2018) Anti-Racist Social Work (4th edition)</p> <p>Core Journal: [new]</p> <p>Social Work - NASW Press/Oxford Academic - all online access via UWS library</p> <p>Other:</p> <p>McNeill, F. (2019) Pervasive Punishment,</p> <p>McNeil, F., Raynor, P. & Trotter, C. (2010) Offender Supervision [new]</p> <p>Crawford, K. & Walker, J. (2008) Social Work with Older People [new]</p> <p>[The following were removed</p> <p>Lee, D. et al (2013) Social Work and Divinity</p> <p>Knitter, P. (2010) Social Work and Religious Diversity</p> <p>Sexuality and Social Work Special Interest Group; About us – Sexuality and Social Work (cited as a resource)</p> <p>Research in Practice; Supporting evidence-informed practice with children and families, young people and adults Research in Practice (cited a resource)]</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>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>This module is subject to SSSC requirements regarding student attendance for scheduled teaching.</p> <p>As above: ‘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>

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 .
(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
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Ug Social Work
Moderator	tbc
External Examiner	J.Davey
Accreditation Details	SSSC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Write an Equalities policy for a service user group and setting of your choice. Discuss the policy with reference to academic sources.
Assessment 2
Assessment 3
(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.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Written	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, no changes	Mar 25	E Watterson