University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Professional Practice			
Code: SWRK09005	**SCQF Level: 9 (Scottish Credit and Qualifications Framework)**	**Credit Points: 60**	**ECTS: (European Credit Transfer Scheme)**
School:	School of Education and Social Sciences		
Module Co-ordinator:	S Grant		

Summary of Module
This module represents the first assessed practice learning opportunity for the undergraduate qualifying award in social work. Students are required to demonstrate competency across a range of learning domains prescribed within the Standards in Social Work Education (SSSC, 2019). This will require students to demonstrate an ability to coherently and systematically integrate relevant skills and knowledge within a framework of critical analysis and reflection in both their practice setting and academic coursework.

The placement will be of a duration period of 80 days. Students will work under the supervision of a practice teacher, or a person undertaking training as a practice teacher who will be supervised by a practice assessor. The practice teacher, personal tutor, and any link worker will constitute the learning team.

Key aspects of the module:

- 80 days of practice placement within a professional social work or associated context to provide the student with an opportunity to meet the Standards in Social Work Education (SiSWE) as proscribed by the Scottish Social Services Council (2019).

- Professional learning, support, supervision and assessment on placement from accredited practice teaching staff.

- Classroom sessions to support learning on placement and to prepare students for assessment.

- UWS staff support throughout the duration of the placement (placement tutors).

- As a practice learning module, the pedagogical approach will be that of enquiry-based learning. |

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 an emerging professional competence in social work practice by meeting all domains of learning identified within the Standards in Social Work Education (SSSC, 2019) at level 9.
L2	Demonstrate professional and academic competence in social work practice at level 9 through the critical application of theory to social work practice.
L3	Produce work in accordance with academic and professional conventions.
L4	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 **9** Students will be required to develop a comprehensive understanding of social work knowledge, theory and practice, including an understanding of international and global perspectives on social work.

	Students will be required to critically reflect upon the ethical dilemmas that they are likely to encounter in practice, together with the range of theoretical and practical approaches available from which to base particular assessments, interventions and evaluation. Students will be required to demonstrate a generic understanding of social work practice. Students will be required to demonstrate a knowledge of and ability to apply research findings in order to promote evidence-based practice.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Students will be required to develop a comprehensive range of social work skills in order to facilitate effective and ethical practice. Students will be required to undertake a comprehensive practice study, which will require reflection and critical analysis on the part of the student regarding their ability to work in accordance with the social work process. Students will require to demonstrate the application of a range of theories to inform their understanding of people, their situations and their own practice.
Generic Cognitive skills	SCQF Level **9** Students will be given the opportunity and required to demonstrate the ability to purposefully engage in reflection and critical analysis using a range of tools to apply their learning to practice.
Communication, ICT and Numeracy Skills	SCQF Level **9** Students will be expected to demonstrate communication and interpersonal skills in their practice with a range of service users and with colleagues and other professionals. Students will be required to draw upon a range of ICT skills including accessing electronic databases in order to search for and retrieve relevant research. Students will be required to use appropriate computer software to produce their written submissions to a high standard.
Autonomy, Accountability and Working with others	SCQF Level **9** Students will be required to demonstrate that they have reached a sufficient level to be regarded as competent practitioners at level 9. This will necessitate that students can demonstrate the

	ability to use their initiative in making judgments in complex and challenging situations, while also making appropriate use of available resources such as supervision both formal and informal. Students will be required to demonstrate a clear understanding of their role and purpose within their particular practice learning setting and relate this to the broader aims and purpose of social work practice. Students will demonstrate that they have been able to effectively assess, intervene and then evaluate their work with service users in order to promote effective processes of change based on the assessment of need, rights, strengths and risk. Students will need to show an awareness of an ability to work within complex ethical dilemmas, whilst at all times working in accordance with the Code of Practice of the Scottish Social Services Council.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	Completion of ALL previous modules within this programme. This is to comply with the readiness for assessed practice requirements specified by the Scottish Social Services Council.
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)
Practice Based Learning	560
Tutorial/Synchronous Support Activity	6
Independent Study	50

Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 616

**Indicative Resources: (eg. Core text, journals, internet access)
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Lishman, J. (2015) Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory (3rd ed.). London: Jessica Kingsley Lomax, R. and Jones, K. (2014) Surviving Your Social Work Placement. Basingstoke: Palgrave Macmillan Milner J. and O'Byrne, P. (2009) Assessment in Social Work. (3rd ed.). Basingstoke: Palgrave MacMillan Payne, M. (2020) How to Use Social Work Theory in Practice and Essential Guide. Policy Press. Click or tap here to enter text. Click or tap here to enter text. Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE. Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.
(**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:

Attending all placement days and workshops. A student who elects not to complete a placement will normally have the decision of fail with no further attempts recorded; where a student can show good cause for not completing a placement, the module coordinator may record the decision of RA (re-register for module).

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

Divisional Programme Board	Psychology & Social Work
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Ug/Pg Social Work & CDAS
Moderator	M Godfrey
External Examiner	L Smith
Accreditation Details	Scottish Social Services Council
Changes/Version Number	1.0

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 – Summative assessment 1 is the student presentation of consistent evidence to their practice teacher that they have met all Standards in Social Work Education (SSSC, 2019) at qualifying level. The outcome is determined by the Practice Teacher and is a designated as Pass/Fail with no marks awarded.

Assessment 2 – Summative assessment 2 makes up 100% of the overall module mark and consists of a critically reflective Integrated Practice Study (IPS) in which students are required to demonstrate professional competence in social work practice at level 9. The IPS must demonstrate that practice is appropriately underpinned by relevant theory, research, ethical / anti-oppressive practice, and self-awareness.

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)

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**
	X					0 (Pass/Fail)	600

Component 2							
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**
		X	X			100	

Component 3							
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**
Combined Total for All Components						**100%**	**0 hours**

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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