

University of the West of Scotland

Module Descriptor

Session: 2023-2024

Title of Module: Advanced Skills: Practice Simulation			
Code: SWRK09007	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	P Gow		
Summary of Module			
<p>This innovative module takes an inquiry-based approach to learning and focuses on a range of key skills that will prepare students to undertake practice placements in Social Work contexts. Students will be introduced to a range of critical topics for Social Work practice and will work in groups to apply a broad range of Social Work knowledge to a range of practice scenarios utilising online platforms to enhance engagement, collaboration and confidence.</p> <ul style="list-style-type: none"> • Consolidates key knowledge for professional social work practice. • Facilitates application of knowledge to skills-based practice scenarios. • Supports the development of enhanced critical thinking and reflection. • Engages students in professionally relevant team-based problem-solving activities. • Builds emerging professional identity and student confidence for working in practice placement contexts. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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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 critical knowledge and understanding of a range of topics relevant to contemporary Social Work practice
L2	Apply knowledge of Social Work theory, ethics, policy and legislation to a range of simulated practice tasks
L3	Demonstrate the ability to effectively analyse complex practice-based scenarios
L4	Demonstrate the ability to work collaboratively in-person and on a digital platform in practice contexts
L5	Critically reflect upon own role and responsibilities within practice learning contexts in the broader context of Social Work practice

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 develop critical knowledge and understanding of key topics relevant to contemporary Social Work practice.
Practice: Applied Knowledge and Understanding	SCQF Level 9 Students will develop a comprehensive range of Social Work skills by applying knowledge of Social Work issues, theory, ethics, policy and legislation to simulated practice scenarios.
Generic Cognitive skills	SCQF Level 9 Students will develop the ability to engage in critical 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 develop skill in working collaboratively utilising digital platforms in Social Work practice contexts.	
Autonomy, Accountability and Working with others	SCQF Level 9 Students will develop an understanding of their role within practice learning contexts and relate this to the broader aims and purpose of Social Work practice 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: Completion of all previous modules within this programme, in order to comply with the Readiness for Assessed Practice Requirements of the Scottish Social Services Council.	
	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.	
<p>Students will be introduced to a series of key topics relevant to contemporary Social Work practice and will be prepared to undertake a range of simulated (online) practice tasks. Students will work in groups to apply their knowledge to simulated scenarios, and will reflect upon, evaluate and report on their actions and experiences, prior to structured feedback and discussion.</p> <p>The module will take a digital approach, with some practice simulation delivered online and with on-campus sessions scheduled regularly to facilitate further reflective dialogue and consolidation of learning.</p> <p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Tutorial/Synchronous Support Activity	200
Independent Study	400
	600 Hours Total

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Adams, R., Dominelli, L. and Payne, M. (2009) *Social Work: Themes, Issues and Critical Debates (Third Edition)*, London: Macmillan

Dominelli, L. (2018) *Anti-Racist Social Work*. London: Red Globe Press.

Horwath, J. & Platt, D. (2019) *The Child's World: The Essential Guide to Assessing Vulnerable Children, Young People and their Families. 3rd Edition*, London: Jessica Kingsley.

Milner, J., Myers, S. & O'Byrne, P. (2020) *Assessment in Social Work: 5th Edition*, London: Red Globe Press.

Parker, J. (2021) *Social Work Practice: Assessment, Planning, Intervention & Review*. London: Learning Matters.

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:

Please refer to the Student Attendance and Engagement Procedure at the following link: [Student Attendance and Engagement Procedure September 2023 \(uws.ac.uk\)](#)

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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG/ PG Social Work & CDAS
Moderator	Tina Laurie
External Examiner	L Smith
Accreditation Details	SSSC
Changes/Version Number	

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 - Component 1 worth 30% of the module mark

Group presentation based upon engagement in, and critical reflection on, a minimum number of simulated learning activities.

Assessment 2 Component 2 worth 70% of the module mark

Case study based on engagement in one simulated practice scenario demonstrating critical reflection based on the application of a range of relevant Social Work knowledge.

(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	Timetable Contact Hours
Presentation		✓	✓	✓		30	

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	Timetable Contact Hours
Case Study	✓	✓	✓		✓	70	
Combined Total for All Components						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

Version Number: MD Template 1 (2023-24)