**Module Descriptor**

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| **Title** | Professional Practice and Inquiry | | |
| **Session** | 2026/27 | **Status** | |
| **Code** | GASW10001 | **SCQF Level** | 10 |
| **Credit Points** | 120 | **ECTS (European Credit Transfer Scheme)** | |
| **School** | **Education & Social Sciences** | | |
| **Module Co-ordinator** | M Godfrey | | |

**Summary of Module**

This module integrates the final assessed practice learning opportunity for social work students with a significant research and inquiry-based activity - this is informed by practice learning experiences and learning from the across the entire programme of study.

The practice placement element of the module will require students to demonstrate that they are competent regarding all aspects of the Social Work process. Students will 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.

During their practice placement, 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, university tutor, and any link worker will constitute the learning team.

Students will undertake a significant research/inquiry-based activity as part of the assessment for this module that will integrate critical knowledge and understanding from students' engagement across the entirety of their degree programme, with a focus on applying that knowledge to an aspect, or aspects of practice.

- Practice placement of 95 days within a professional Social Work or associated context to provide the student with an opportunity to meet the Standards in Social Work Education (SSSC, 2019) at SCQF Level 10.

- Professional learning, support, supervision and assessment from accredited practice teaching staff in the placement setting.

- University-led sessions to support learning on placement, to prepare students for research and inquiry-based assessment, and to prepare for transitions to qualification and professional practice.

| Module Delivery Method | On-Campus[1] ☐ | Hybrid[2] ☐ | Online[3] ☐ | Work -Based Learning[4] ☒ |
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| **Campuses for Module Delivery** | ☐ Ayr<br>☒ Dumfries | ☐ Lanarkshire<br>☐ London<br>☒ Paisley | ☐ Online / Distance Learning<br>☐ Other (specify) | |

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| **Terms for Module Delivery** | Term 1 | ☒ | Term 2 | ☒ | Term 3 | ☐ |
| **Long-thin Delivery over more than one Term** | Term 1 – Term 2 | ☐ | Term 2 – Term 3 | ☐ | Term 3 – Term 1 | ☐ |

| **Learning Outcomes** | |
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| **L1** | Demonstrate professional competence in social work practice at by meeting all practice standards contained in the *Standards in Social Work Education* (SSSC, 2019) at level 10. |
| **L2** | Demonstrate critical insight into a specialist area of social work policy and/ or practice. |
| **L3** | Apply appropriate methods of inquiry in a social work context, including ethical research practices and effective project planning and implementation strategies |
| **L4** | Communicate the outcomes of professionally-situated research and inquiry |
| **L5** | Demonstrate critical reflexivity within professional practice at Level 10. |

| **Employability Skills and Personal Development Planning (PDP) Skills** | |
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| **SCQF Headings** | **During completion of this module, there will be an opportunity to achieve core skills in:** |
| **Knowledge and Understanding (K and U)** | **SCQF 10**<br>understanding of the contexts for Social Work practice and the key drivers of contemporary practice in Scottish and other jurisdictions.<br><br>understanding of the principal theories that support social work practice.<br><br>understanding of the ethical principles that underpin social work practice and ethical research/inquiry. |

[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

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| | Students will demonstrate detailed and critical understanding of the specialist context of the practice placement.<br><br>application of a wide range of generic and specialised skills and techniques that meet accepted standards of professional practice.<br><br>ability to work within learning contexts that are complex and challenging.<br><br>critical application of professional knowledge, skills and ethical principles to a sustained piece of professional practice. |
| **Practice: Applied Knowledge and Understanding** | **SCQF 10**<br><br>application of a wide range of generic and specialised skills and techniques that meet accepted standards of professional practice.<br><br>ability to work within learning contexts that are complex and challenging.<br><br>critical application of professional knowledge, skills and ethical principles to a sustained piece of professional practice. |
| **Generic Cognitive skills** | **SCQF 10**<br><br>critical identification, definition, conceptualisation and analysis of professional problems and issues within the academic and placement contexts.<br><br>offering of professional insights, interpretations and solutions to problems and issues that arise within the placement context.<br><br>demonstration of critical thinking and originality in understanding and dealing with professional challenges and dilemmas<br><br>making judgements in complex and uncertain conditions |
| **Communication, ICT and Numeracy Skills** | **SCQF 10**<br><br>use of a wide range of generic and some specialised skills in support of professional practice.<br><br>presentation of information formally and informally to a range of audiences, meeting relevant standards of professional communication.<br><br>communicating with peers, colleagues, senior staff, partner agencies and services users using verbal and written means, meeting professional standards.<br><br>use of a wide range of information communication technology to support professional tasks.<br><br>use and interpretation of qualitative and quantitative data to understand and explain organisational and demographic phenomena. |
| **Autonomy, Accountability and Working with Others** | **SCQF 10**<br><br>demonstration of awareness of own and others' roles and responsibilities within the agency context.<br><br>demonstration of autonomy and initiative in professional and academic activities associated with this module. |

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| | The ability to work under guidance, with senior colleagues, peers and associated professionals in the placement setting and wider professional and inter-professional contexts.<br><br>Working with others to contribute to the development of social work practice.<br><br>The identification, analysis and resolution of complex ethical issues whilst at all times working within professional standards and the requirements of the Scottish Social Services Council. |

| **Prerequisites** | **Module Code** | **Module Title** |
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| | **Other** No student can progress into Level 10 with any module deficit at Level 9, as stipulated in SSSC regulations. | |
| **Co-requisites** | **Module Code** | **Module Title** |

| **Learning and Teaching** | |
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| 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.<br><br>This module represents the final assessed practice learning opportunity for the undergraduate qualifying award in social work. Students are required to demonstrate that they are competent regarding all aspects of the Social Work process. 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.<br><br>During the placement element of the module, 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.<br><br>University-led sessions will prepare students for both the placement element of the module and for the research/inquiry-based elements of assessment in the module. | |
| **Learning Activities**<br><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | **Student Learning Hours**<br><br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
| Practice-based Learning | 665 |
| Lecture / Core Content Delivery | 40 |
| Independent Study | 495 |
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 1200 |

| Indicative Resources |
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| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br><br>Adams, R, A., Dominelli, L. and Payne, M. (2009). Critical Practice in Social Work (2nd ed). Basingstoke: Palgrave Macmillan<br><br>Ferguson, G. (2025) The Scottish Social Worker's practice learning handbook. London: Routledge<br><br>Lishman, J. (2015) Handbook for Practice Learning in Social Work and Social Care. Knowledge and Theory (3rd ed). London: Jessica Kingsley.<br><br>Lomax, R. and Jones, K. (2014) Surviving Your Social Work Placement. Basingstoke: Palgrave Macmillan.<br><br>Payne, M. (2020) How to Use Social Work Theory in Practice and Essential Guide. Policy Press.<br><br>Rogers, M., Whitaker, D., Edmondson, D., Peach, D. (2016) Developing Skills for Social Work Practice. London, Sage.<br><br>Trevithick, P (2012) Social work skills and knowledge : a practice handbook 3rd ed. Maidenhead: McGraw-Hill/Open University 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 |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br>All placement days must be completed.<br><br>For the purposes of this module, students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. |

| Equality and Diversity |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>This module content is compliant with all protected characteristics as identified from 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**

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| **Divisional Programme Board** | **Psychology Social Work** |

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| **Overall Assessment Results** | ☐ **Pass / Fail** ☒ **Graded** |
| **Module Eligible for Compensation** | ☐ **Yes** ☒ **No**<br>**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/PG Social Work |
| **Moderator** | TBC |
| **External Examiner** | Jill Davey |
| **Accreditation Details** | Scottish Social Services Council |
| **Module Appears in CPD catalogue** | ☐ **Yes** ☒ **No** |
| **Changes / Version Number** | |

| **Assessment (also refer to Assessment Outcomes Grids below)** |
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| **Assessment 1** |
| Placement is designated pass/fail as determined by the Practice Teacher, based on evidence of satisfying Standards in Social Work Education. |
| **Assessment 2** |
| Written assessment. 50%. |
| **Assessment 3** |
| Portfolio of research/inquiry based assessment. 50% |
| (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.<br>(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** | | | | | | | |
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| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Placement | ☒ | ☐ | ☐ | ☐ | ☐ | 0 | |

| **Component 2** | | | | | | | |
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| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |
| Written Assignment | ☐ | ☒ | ☐ | ☐ | ☒ | 50 | |

| **Component 3** | | | | | | | |
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| **Assessment Type** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **Weighting of Assessment Element (%)** | **Timetabled Contact Hours** |

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| Inquiry Project | ☐ | ☒ | ☒ | ☒ | ☒ | 50 | |
| **Combined total for all components** | | | | | | 100% | hours |

**Change Control**

| **What** | **When** | **Who** |
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