

University of the West of Scotland

Module Descriptor

Session: 2022/23

Title of Module: Professional Practice and Inquiry			
Code: SWRK10008	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 120	ECTS: 60 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	M Godfrey		
Summary of Module			
<p>This module integrates the final assessed practice learning opportunity for the undergraduate qualifying award in social work with significant research and inquiry based activity based on students' practice experience and integrating critical knowledge and understanding from across students' entire programme of study.</p> <p>The practice placement element of the module will require students to demonstrate that they are competent regarding the 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.</p> <p>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.</p> <p>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.</p> <ul style="list-style-type: none">• 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 (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					
Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓				✓
<p>Face-To-Face Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered “blended” if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p>HybridC Online with mandatory face-to-face learning on Campus</p> <p>HybridO Online with optional face-to-face learning on Campus</p> <p>Work-based Learning Learning activities where the main location for the learning experience is in the workplace.</p>					

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓		✓				

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	✓	Term 2	✓	Term 3	

Learning Outcomes: (maximum of 5 statements)
On successful completion of this module the student will be able to:
L1. Demonstrate professional competence in social work practice at by meeting all practice standards contained in the <i>Standards in Social Work Education</i> (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

SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 10.</p> <p>understanding of the contexts for Social Work practice and the key drivers of contemporary practice in Scottish and other jurisdictions.</p> <p>understanding of the principal theories that support social work practice.</p> <p>understanding of the ethical principles that underpin social work practice and ethical research/inquiry.</p> <p>Students will demonstrate detailed and critical understanding of the specialist context of the practice placement.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF Level 10.</p> <p>application of a wide range of generic and specialised skills and techniques that meet accepted standards of professional practice.</p> <p>ability to work within learning contexts that are complex and challenging.</p> <p>critical application of professional knowledge, skills and ethical principles to a sustained piece of professional practice.</p>
Generic Cognitive skills	<p>SCQF Level 10.</p> <p>critical identification, definition, conceptualisation and analysis of professional problems and issues within the academic and placement contexts.</p> <p>offering of professional insights, interpretations and solutions to problems and issues that arise within the placement context.</p> <p>demonstration of critical thinking and originality in understanding and dealing with professional challenges and</p>

	dilemmas				
	making judgements in complex and uncertain conditions				
Communication, ICT and Numeracy Skills	<p>SCQF Level 10.</p> <p>use of a wide range of generic and some specialised skills in support of professional practice.</p> <p>presentation of information formally and informally to a range of audiences, meeting relevant standards of professional communication.</p> <p>communicating with peers, colleagues, senior staff, partner agencies and services users using verbal and written means, meeting professional standards.</p> <p>use of a wide range of information communication technology to support professional tasks.</p> <p>use and interpretation of qualitative and quantitative data to understand and explain organisational and demographic phenomena.</p>				
Autonomy, Accountability and Working with others	<p>SCQF Level 10.</p> <p>demonstration of awareness of own and others' roles and responsibilities within the agency context.</p> <p>demonstration of autonomy and initiative in professional and academic activities associated with this module.</p> <p>The ability to work under guidance, with senior colleagues, peers and associated professionals in the placement setting and wider professional and inter-professional contexts.</p> <p>Working with others to contribute to the development of social work practice.</p> <p>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.</p>				
Pre-requisites:	Before undertaking this module the student should have undertaken the following:				
	<table border="1"> <tr> <td>Module Code:</td> <td>Module Title:</td> </tr> <tr> <td>Other:</td> <td>Completion of all previous modules within this programme, in order to comply with the Readiness for Assessed Practice</td> </tr> </table>	Module Code:	Module Title:	Other:	Completion of all previous modules within this programme, in order to comply with the Readiness for Assessed Practice
	Module Code:	Module Title:			
Other:	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.
Co-requisites	Module Code:	Module Title:

* Indicates that module descriptor is not published.

Learning and Teaching	
<p>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.</p> <p>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.</p> <p>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.</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): <small>(Note: Learning hours include both contact hours and hours spent on other learning activities)</small></p>
Practice Based Learning	560*
Lecture/Core Content Delivery	40
Independent Study	600
<i>*practice based learning requirements as required by SSSC.</i>	1200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Adams, R. A., Dominelli, L. and Payne, M. (2009). <i>Critical Practice in Social Work</i> (2nd ed). Basingstoke: Palgrave Macmillan</p> <p>Lishman, J. (2015) <i>Handbook for Practice Learning in Social Work and Social Care. Knowledge and Theory</i> (3rd ed). London: Jessica Kingsley.</p> <p>Lomax, R. and Jones, K. (2014) <i>Surviving Your Social Work Placement</i>. Basingstoke: Palgrave Macmillan.</p>	

Payne, M. (2020) How to Use Social Work Theory in Practice and Essential Guide. Policy Press.

Rogers, M., Whitaker, D., Edmondson, D., Peach, D. (2016) Developing Skills for Social Work Practice. London, Sage.

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)

Engagement Requirements

In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Student Attendance and Engagement Procedure at the following link: [Student Attendance and Engagement Procedure September 2023 \(uws.ac.uk\)](https://www.uws.ac.uk/student-attendance-and-engagement-procedure-september-2023)

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

All placement days must be completed. In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure.

For the purposes of this module, academic engagement equates to the following:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) 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. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

Supplemental Information

Programme Board	Psychology & Social Work
Assessment Results (Pass/Fail)	No
Subject Panel	UG/PG Social Work
Moderator	

External Examiner	J Davey
Accreditation Details	SCCC
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
Summative assessment 1 is based upon the student’s presentation of consistent evidence to their practice teacher that they have met all of the Standards in Social Work Education at a qualifying level. The outcome is determined by the Practice Teacher and is designated as Pass/Fail with no marks awarded.
Summative assessment 2 makes up 40% of the overall module mark and consists of an integrated practice study, demonstrating professional competence in Social Work practice at level 10
Summative assessment 3 makes up 60% of the overall module mark and consists of a portfolio of work completed during a research/inquiry-based project in which students are required to demonstrate critical understanding of the context for practice.
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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
Portfolio of written work	✓					0	0
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
Case Study		✓			✓	40	0
Combined Total For All Components						40%	0 hours
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
Dissertation/Project		✓	✓	✓	✓	60	0

report/ Thesis							
Combined Total For All Components						60%	0 hours

Footnotes

- A. Referred to within Assessment Section above
- B. Identified in the Learning Outcome Section above

<p>Note(s):</p> <ol style="list-style-type: none"> 1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

<p>Equality and Diversity</p> <p>Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University’s Equality, Diversity and Human Rights Policy can be accessed at the following link: http://www.uws.ac.uk/equality/</p> <p>Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.</p> <p>UWS Equality and Diversity Policy</p> <p>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</p>
