

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Leading to Collaborate			
Code: EDUC09022	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	A Connelly		
Summary of Module			
This module is designed for experienced practitioners working in childcare establishments in Scotland. It will enable students to develop professional knowledge and a critical understanding of the principles, theories and concepts of local and national systems, and of policies, practices, and legal requirements relevant to a range of sectors in the children's services. Students will demonstrate a current knowledge of Scottish Government legislation, policy and practice e.g. Early Years and Early Intervention, the UNCRC, Getting It Right for Every Child and Child Protection legislation. The module will focus initially on gaining an understanding of the concept of childhood in society, applying an ecological perspective to analyse the professional roles, responsibilities, attributes and approaches to working with children, families other professionals and agencies and build the capacities of individuals, families and communities. The module will analyse practice in early childhood centres, to inform the students' practice in collaborative working and in leading the provision of environments that are safe, secure, nurturing, and inclusive and which support children's progress. Drawing on practice experience students will develop skills and abilities in reviewing and evaluating their work with parents and will also develop knowledge and understanding of how to promote and lead others in working with parents and carers, families and communities. The module will also focus on how staff can be supported in aspects of working with parents including supervision, support and critical incidents. Students will demonstrate understanding of best practice of collaborative working.			

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:
☐	☒	☒	☒	☐	☒	SCL/NCL

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 a critical understanding of the principle features of theoretical perspectives, local and national policies, practices, and legal requirements relevant to the Children's Services.
L2	Take responsibility for effective practice in leading an aspect of work with children, families and communities in line with current policy guidelines.
L3	Apply an ecological systems model to analyse and develop a critical understanding of the range of influences upon the lives of children, families and communities.
L4	Demonstrate the ability to collaborate with other agencies and Children's Services to develop and provide a safe, secure environment for children.
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 A broad and integrated knowledge and understanding of the scope, main areas and boundaries of children's services planning and integrated working in line with Scottish Government Policy. Knowledge and critical understanding of best practice in working with families.
Practice: Applied Knowledge and Understanding	SCQF Level 9

	Carry out routine lines of enquiry, development or investigation into professional problems and issues which may occur out-with and within a learning community.	
Generic Cognitive skills	SCQF Level 9 Critically evaluate evidence based solutions to defined and routine problems and issues.	
Communication, ICT and Numeracy Skills	SCQF Level 9 Use a range of standard applications to process and obtain data which relates to relevant professional contexts.	
Autonomy, Accountability and Working with others	SCQF Level 9 Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: Research and investigation, including research in the field, collecting, presenting and analysing data. (Independent and group work), problem solving, presentations and seminars will be used to develop learning and teaching in this module. Students will undertake groupwork tasks and will receive feedback and support from peers. Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)

expectations for the overall balance of learning and teaching methodologies to be used during the module	
Lecture/Core Content Delivery	36
Work Based Learning/Placement	100
Independent Study	64
	Hours Total 200

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

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

Dockett, S., & Einarsdottir, J. (2017). Continuity and Change as children start school. In Ballam, N., Perry, B., & Garpelin, A. (2017) Pedagogies of Educational Transitions European and Antipodean Research (pp. 133-150). Springer.

Fabian, H. (2007). Informing Transitions. In Dunlop, A. W., & Fabian, H. (Eds) Informing Transitions in the Early Years Research, policy and practice (pp. 3-17) Open University Press

Hayes, N., O'Toole, L., & Halpenny, A.M. (2017). Introducing Bronfenbrenner: A Guide for Practitioners and Students in Early Years Education. Routledge.

<https://r2.vlereader.com/Reader?ean=9781317294313>

Whalley, M. & the Pen Green Centre Team. (2007). Involving parents in their children's learning (2nd Ed). Paul Chapman Publishing.

Scottish Government (2020) Independent Care Review: The Promise. Edinburgh. Scottish Government.

Scottish Social Services Council (2016) Enhancing Leadership capabilities: The Strategy for enhancing the leadership capabilities for Scotland's Social Services. Delivery Plan 2017-2020. Dundee. SSSC.

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:

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

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.](#)

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 Aula, 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/>

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.

<http://www.uws.ac.uk/equality/>

(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	Education
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Early Years
Moderator	J Leslie

External Examiner	J. Shaik Mopidevi
Accreditation Details	None
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
During work based learning, students will evaluate the practice of working in partnership. This will result in a presentation, reflecting on practice strengths and areas for improvement in relation to collaborative working. (100%)
Assessment 1 - Presentation
(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
Presentation	X	X	X	X		100%	0
Combined Total for All Components						100%	XX 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