Module Descriptor

Title	Team around the Child		
Session	2026/27	**Status**	
Code	BAEL08009	**SCQF Level**	**8**
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences** **Education and Social Sciences**		
Module Co-ordinator	L. Gilmour		

Summary of Module

This module provides students with a critical and applied understanding of integrated working and interprofessional collaboration within Early Learning and Childcare (ELC) and wider children's services in Scotland. Central to the module is the Getting It Right for Every Child (GIRFEC) national policy framework, which underpins practice across education, health, social work and the third sector.

Students will explore the principles, values and language of Scottish and UK social policy with a strong emphasis on children's rights, wellbeing, and early intervention. The module examines how GIRFEC promotes a child-centred, strengths-based and preventative approach through shared responsibility, effective communication, and proportionate information sharing across agencies.

Learners will critically analyse the impact of poverty, inequality and adversity on children's lives, situating these within ecological and socio-political contexts. Key Scottish policy milestones, including the Early Years Framework, Curriculum for Excellence, the United Nations Convention on the Rights of the Child (UNCRC) incorporation, and current priorities such as Closing the Attainment Gap, will be examined in relation to GIRFEC practice.

The module focuses on partnership working with children, families and communities, highlighting the role of the Named Person, Child's Plan and wellbeing indicators (SHANARRI). Students will evaluate models of teamworking, identify barriers to effective interagency collaboration, and reflect on their own professional role within the 'Team Around the Child'. Emphasis is placed on developing reflective, ethical and inclusive practice aligned with ELC professional standards.

Employability skills

Knowledge and understanding gained from this module will aid students to gain the following UWS graduate attributes and Skills Development Scotland Meta Skills :

Effective Communicators, Collaborative practitioners and being Ethically and Socially Responsible.

Contribution to UN Sustainability goals

- SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

• SDG 10: Reduce inequality within and among countries • SDG 16: Promote peaceful and inclusive societies, provide access to justice for all, and build effective, accountable institutions.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify) **X** Mix of on campus and online.	

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	
L1	Explain key principles, terminology and aims of Scottish social policy relevant to Early Learning and Childcare, with particular reference to GIRFEC and integrated children's services.
L2	Examine the diverse lived experiences of children and families, recognising how inequality, culture, rights and wellbeing influence development and outcomes.
L3	Identify and analyse the roles, responsibilities and collaborative practices of agencies and professionals working as the Team Around the Child within the GIRFEC framework
L4	Apply theory, policy and reflective practice to evaluate their own role and effectiveness in interprofessional working within an Early Learning and Childcare context.
L5	

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 8** Broad understanding of integrated working, children's rights and wellbeing.

[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

	Awareness of GIRFEC principles, SHANARRI indicators, and the Child's Planning process.
Practice: Applied Knowledge and Understanding	**SCQF 8** Use of routine professional skills to support collaborative practice. Application of GIRFEC-informed approaches to real or simulated practice contexts.
Generic Cognitive skills	**SCQF 8** Analysis of information from policy, research and practice. Identification of routine professional issues and appropriate responses
Communication, ICT and Numeracy Skills	**SCQF 8** Effective communication with peers, professionals and families. Use of digital tools to support learning, reflection and information sharing.
Autonomy, Accountability and Working with Others	**SCQF 8** Working cooperatively within groups. Taking responsibility for own learning and contribution to team tasks.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

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. In line with current UWS learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48–60 contact hours. Learning and teaching strategies are designed to promote critical enquiry, reflexivity and the integration of theory, research and professional practice, consistent with SCQF Level 8 expectations. Learning and teaching approaches will include: - Lectures and critically dialogic seminars - Case-based and problem-based learning focused on complex practice scenarios - Workshops developing analytical and evaluative approaches to inclusive practice - Critical engagement with practitioner narratives and policy texts - Guided independent, collaborative and work-based learning

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Contact TimeLecture / Core Content Delivery	36
Work-based Learning Work Based Learning	132
Independent Study Independent Study	32
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Frost, N., Robinson, M. (2016) Developing Multi-Professional Teamwork For Integrated Children's Services 3rd Edition London. Open University Press Scottish Government (2023) Getting it Right for Every Child [Accessed Getting it right for every child (GIRFEC) - gov.scot]
(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:** The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments. Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner. It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or

completing online activities. The way the module is delivered—whether on campus, online, or in a blended format—will match how your programme is normally taught for your level of study. You will study Child Development and ELC in the same way that you are used to studying other level 8 modules on the BA Early Learning and Childcare Programme.

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. This module aligns with the Equality Act (2010) and the UWS Equality, Diversity and Human Rights Code. Inclusive learning and teaching approaches are embedded throughout the module, with reasonable adjustments made where appropriate to support student learning.
(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	**Please select Education**
Overall Assessment Results	**Graded**
Module Eligible for Compensation	☒ **Yes** **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	Early Years
Moderator	A.Malik
External Examiner	S. Harris
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Students will complete a GIRFEC-informed analytical and reflective portfolio, based on either a real or carefully constructed Early Learning and Childcare context.
Assessment 2
Assessment 3
(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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Reflective GIRFEC informed Portfolio	☒Error! Bookmark not defined.	**X**☒	**X**☒	**X**☒	☐	**100**	36

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		

Component 3							
Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
n/a	☐	☐	☐	☐	☐		
Combined total for all components						100%	36 hours

Change Control

What	When	Who
Updated module content, LO'S Indicative reading list and assessment design	Feb 2026	Nancy Allan/Lorraine Gilmour
MC and Moderator added	17/6/26	L.Gilmour
Module specific info added to Learning and Teaching , Attendance and Engagement & Equality and Diversity sections.	17/6/26	L. Gilmour
Timetabled and combined contact hours added to assessment section	17/6/26	L/Gilmour