Module Descriptor

Title	Inter-professional Working		
Session	2026/27	**Status**	Validated
Code	UGED08003	**SCQF Level**	SCQF 8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education & Social Sciences**		
Module Co-ordinator	L Barrett		

Summary of Module

Inter-professional working is a key feature of many initiatives aimed at improving outcomes for children, including The Children and Young People (Scotland) Act 2014 (the Act), The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended 2009), and Getting it Right for Every Child (2006). This module will examine the aims, objectives and organisation of inter-professional working in education. It will provide an overview of concepts, principles and theoretical perspectives that underpin joint working, and will explore some of the dilemmas faced by professionals trying to work collaboratively to achieve positive outcomes for children. Factors that promote effective inter-professional working in education will be examined, and ways to overcome potential barriers will be explored. Attention will be given to the roles of other professionals and the skills required to develop and maintain successful partnerships between professionals. As such, we will have input from different professionals each week. You will be provided with opportunities to experience partnership working in the context of assigned group tasks. These will allow you to rehearse some of the skills that make joint working effective and, through reflection on the process, to consider implications for your future practice.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

Campuses for Module Delivery	☒ Ayr ☐ Dumfries		☐ Lanarkshire ☐ London ☐ Paisley		☐ Online / Distance Learning ☐ Other (specify)	
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	Discuss and evaluate the aims, objectives and organisational features of inter-professional working in education.
L2	Discuss and evaluate a range of concepts, principles and theoretical perspectives that underpin inter-professional working in education.
L3	Identify a range of factors that can promote inter-professional working in education and propose ways to remove potential barriers to it.
L4	Analyse routine dilemmas that can be encountered in inter-professional working in education and propose informed solutions to these.
L5	Identify the skills required for effective partnership working and ways to develop them.

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 Demonstrate and/or work with: An overall appreciation of the nature and scope of inter professional working in education. A discerning understanding of a range of concepts, principles and theoretical perspectives that underpin inter-professional working in education.
Practice: Applied Knowledge and Understanding	SCQF 8 Apply knowledge, skills and understanding: In carrying out routine lines of enquiry and investigation into issues associated with inter-professional working in education.
Generic Cognitive skills	SCQF 8 Undertake critical analysis, evaluation and synthesis of ideas, concepts, information and issues associated with inter-professional working in education. Use a range of approaches to formulate and critically evaluate responses to routine issues that are associated with inter-professional working in education.
Communication, ICT and Numeracy Skills	SCQF 8

	Convey complex information about inter-professional working in education to a range of audiences and for a range of purposes. Use a range of standard ICT applications to process and obtain data about inter-professional working in education.
Autonomy, Accountability and Working with Others	SCQF 8 Exercise autonomy and initiative in completing assigned individual and group tasks. Exercise managerial responsibility for the work of others within assigned group tasks. Manage resources required for the completion of individual and group tasks. Take the lead on planning the work required to complete a task successfully. Demonstrate awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating module 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.	
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)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	36
Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
TOTAL	200

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

Brooks, R. (2019) *The trauma and attachment-aware classroom: a practical guide to supporting children who have encountered trauma and adverse childhood experiences*. Jessica Kingsley Publishers.

Davis, J.M. (2011) *Integrated children's services*. SAGE Publications Ltd.

Edwards, A., Daniels, H., Gallagher, T. Leadbetter, J. and Warmington, P. (2009) *Improving interprofessional collaborations: multi-agency working for children's wellbeing*. Routledge.

Forbes, J. and Watson, C. (eds) (2009) *Service integration in schools: research and policy discourses, practices and future prospects*. Rotterdam.

Frost, N. and Robinson, M. (2016) *Developing multiprofessional teamwork for integrated children's services: research, policy, practice*. 3rd edn. Maidenhead.

Hill, M., Head, G., Lockyer, A., Reid, B. and Taylor, R. (2012) *Children's services: working together*. Pearson.

Thomson, K. (2016) *Strengthening child protection: sharing information in multi-agency settings*. The Policy Press.

Trodd, L. and Chivers, L. (2011) *Interprofessional working in practice: learning and working together for children and families*. Maidenhead.

Walker, G. (2018) *Working together for children: a critical introduction to multi-agency working*. 2nd edn. Continuum.

Watson, K. (2022) *Good autism practice for teachers: embracing neurodiversity and supporting inclusion*. Critical Publishing.

(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 attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

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

Given the professional nature of the programme, 100% attendance and engagement is expected. Attendance at all classes is recorded and collated centrally and, if there are concerns, there will be liaison between the programme leadership team, personal tutor and the student to identify steps to support engagement and success.

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by GTC Scotland.

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 Specification, the module supports equality of opportunity for students from all backgrounds

and with different learning needs. Using the VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. 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. Student teachers are encouraged to reflect on their developing understanding of aspects relating to equality and diversity and to consider how this helps them to work towards meeting the Standard for Provisional Registration (GTCS, 2021), of which demonstrating commitment to social justice and inclusion is a significant part. Through studying this module, student teachers develop knowledge and understanding of pastoral and legal responsibilities, for example, in relation to equality, diversity, additional support needs, child protection, and wellbeing, and the professional skills and abilities to create and sustain effective working relationships with colleagues, parents/carers, families and the wider school community and partner agencies where appropriate, to support learning and wellbeing across the school. A direct focus on these aspects not only advances equality in the student environment, by promoting empathy and affiliation, but also within the school settings where student teachers undertake their school experience.
(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**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **No** **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	**Education**
Moderator	**tbc**
External Examiner	**M Sangster**
Accreditation Details	**General Teaching Council for Scotland**
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
2000-word essay on inter-professional working in education with a focus option
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**
Essay	☒	☒	☒	☒	☒	100	0

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

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Updated module coordinator and external examiner	19th March 2026	Louise Barrett
Updated attendance and equality and diversity details	19th March 2026	Louise Barrett
Removed unnecessary commas and formatted reference list in line with UWS CTR Harvard	19th March 2026	Louise Barrett