

## University of the West of Scotland

## Module Descriptor

Session: 2024/25

Title of Module: Interprofessional Working in Education			
Code: UGED08003	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	L Griffiths		
Summary of Module			
<p>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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Face-To-Face</b> The 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><b>Fully Online</b> 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><b>Blended</b> 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</p>					

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

### 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:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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### 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	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 Level 8  Demonstrate and/or work with:

	<ul style="list-style-type: none"> <li>• An overall appreciation of the nature and scope of inter-professional working in education.</li> <li>• A discerning understanding of a range of concepts, principles, and theoretical perspectives that underpin inter-professional working in education.</li> </ul>
Practice: Applied Knowledge and Understanding	<p>SCQF Level <b>8</b></p> <p>Apply knowledge, skills and understanding:</p> <ul style="list-style-type: none"> <li>• In carrying out routine lines of enquiry, and investigation into issues associated with inter-professional working in education.</li> </ul>
Generic Cognitive skills	<p>SCQF Level <b>8</b></p> <ul style="list-style-type: none"> <li>• Undertake critical analysis, evaluation and synthesis of ideas, concepts, information, and issues associated with inter-professional working in education.</li> <li>• Use a range of approaches to formulate and critically evaluate responses to routine issues that are associated with inter-professional working in education.</li> </ul>
Communication, ICT and Numeracy Skills	<p>SCQF Level <b>8</b></p> <ul style="list-style-type: none"> <li>• Convey complex information about inter-professional working in education to a range of audiences and for a range of purposes.</li> <li>• Use a range of standard ICT applications to process and obtain data about inter-professional working in education.</li> </ul>
Autonomy, Accountability and Working with others	<p>SCQF Level <b>8</b></p> <ul style="list-style-type: none"> <li>• Exercise autonomy and initiative in completing assigned individual and group tasks.</li> <li>• Exercise managerial responsibility for the work of others within assigned group tasks.</li> <li>• Manage resources required for the completion of individual and group tasks.</li> <li>• Take the lead on planning the work required to complete a task successfully.</li> <li>• Demonstrate awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating module tasks.</li> </ul>
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:

	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

<b>Learning and Teaching</b>	
<b>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.</b>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 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
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>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.</p> <p>Davis, J.M. (2011) Integrated Children's Services. SAGE Publications Ltd.</p> <p>Edwards, A. Daniels, H. Gallagher, T. Leadbetter, J. Warmington, P. (2009) Improving Interprofessional Collaborations: Multi-Agency Working for Children's Wellbeing. London: Routledge.</p> <p>Forbes, J. and Watson, C. (eds) (2009) Service Integration in Schools. Research and Policy Discourses, Practices and Future Prospects. Rotterdam: Sense.</p> <p>Frost, N. and Robinson, M. (2016) Developing Multiprofessional Teamwork for Integrated Children's Services: Research, Policy, Practice (3rd ed). Maidenhead: Open University Press.</p>	

Hill, M., Head, G., Lockyer, A., Reid, B. and Taylor, R. (2012) *Children's Services: Working Together*. London: 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: Open University Press.

Walker, G. (2018) *Working Together for Children: A Critical Introduction to Multi-Agency Working* (2nd ed.). London: 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 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: Attendance at all timetabled classes.

### **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 is appropriate for all students irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and assessment facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS (University of the West of Scotland) Equality Scheme (2010-13), the School of Education encourages the disclosure of additional / enabling support requirements (including disability) throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and no detriment to progress will be experienced.

Students undertaking this module should develop increased awareness of experiences of marginalisation, exclusion, and conflict, and ways in which they impact on children.

We will do our best to make reasonable adjustments to arrangements for learning and

teaching activities and (when applicable) periods of school placement where we are made aware that an individual has particular needs or requirements.

(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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	J Ellis
<b>External Examiner</b>	L. Craig
<b>Accreditation Details</b>	General Teaching Council Scotland
<b>Changes/Version Number</b>	5

<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Written Assessment 100%
Assessment 1 – 2000-word essay on Interprofessional Working in Education
Assessment 2 – N/A
Assessment 3 – N/A
<p>(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.</p> <p>(ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)</p>

**Assessment Outcome Grids (See Guidance Note)**

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
Written Assessment	√	√	√	√	√	100%	1

<b>Component 2</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
N/A							

<b>Component 3</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Learning Outcome (5)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>
N/A							
<b>Combined Total for All Components</b>						<b>100%</b>	<b>1 hour</b>

**Change Control:**

<b>What</b>	<b>When</b>	<b>Who</b>
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

**Version Number: MD Template 1 (2023-24)**