



Module Descriptor

Title	Interprofessional Working In Education		
Session	2025/26	Status	
Code	UGED08003	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	1
School	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	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London	<input type="checkbox"/> Online / Distance Learning	

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

		<input type="checkbox"/> Paisley	<input type="checkbox"/> Other (specify)
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/> Term 3 <input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/> Term 3 – Term 1 <input type="checkbox"/>

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

Autonomy, Accountability and Working with Others	<p>SCQF 8</p> <p>Exercise autonomy and initiative in completing assigned individual and group tasks.</p> <p>Exercise managerial responsibility for the work of others within assigned group tasks.</p> <p>Manage resources required for the completion of individual and group tasks.</p> <p>Take the lead on planning the work required to complete a task successfully.</p> <p>Demonstrate awareness of own and others' roles, responsibilities and contributions when carrying out and evaluating module tasks.</p>
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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	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources
<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>

Edwards, A. Daniels, H. Gallagher, T. Leadbetter, J. Warmington, P. (2009) *Improving Interprofessional Collaborations: Multi-Agency Working for Children's Wellbeing*. London: Routledge.

Forbes, J. and Watson, C. (eds) (2009) *Service Integration in Schools. Research and Policy Discourses, Practices and Future Prospects*. Rotterdam: Sense.

Frost, N. and Robinson, M. (2016) *Developing Multiprofessional Teamwork for Integrated Children's Services: Research, Policy, Practice* (3rd ed). Maidenhead: Open University Press.

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 Published 2024/25 Module Descriptor 6 teaching activities and (when applicable) periods of

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Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
new template, no changes	Mar 25	L Griffith