

**University of the West of Scotland
Module Descriptor**

Session: 2023/24

Title of Module: Inter-professional Working			
Code: UGED08003	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	Lynn Griffiths		
Summary of Module			
<p>Inter-professional working is a key feature of many initiatives aimed at improving outcomes for children, including the ASL Act and Getting it Right for Every Child. 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. Consideration will be given to the skills required to develop and maintain successful partnerships between professionals. Students will be provided with opportunities to experience partnership working in the context of assigned group tasks. These will allow students to rehearse some of the skills that make joint working effective, and, through reflection on the process, to consider implications for their future practice.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
	✓	
<p>Face-To-Face A 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>Fully Online 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>Blended 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 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</p>		

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
	✓					
Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	✓	Term 2		Term 3		

Learning Outcomes: (maximum of 5 statements)	
On successful completion 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"> • 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	<p>SCQF Level 8.</p> <p>Apply knowledge, skills, and understanding:</p> <ul style="list-style-type: none"> • In carrying out routine lines of enquiry, and investigation into issues associated with inter-professional working in education. 	
Generic Cognitive skills	<p>SCQF Level 8.</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 8.</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 8.</p> <ul style="list-style-type: none"> • 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. 	
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	
<p>Use of the VLE (Virtual Learning Environment), Interactive Whiteboards, and online tutor/student-led discussions. Lectures, tutorials, group work, role-play, presentations, workshops, problem-based learning, and self-study packs will be used to develop student learning.</p> <p>Student handbooks, and other detailed material made available to students, will give more specific information on the 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 expectations for the overall balance of learning and teaching methodologies to be used during the module.</p>	
<p>Learning Activities During the completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totaling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	36
Independent Study	152
	200 Hours Total
<p>**Indicative Resources: (e.g., Core text, journals, internet access)</p>	
<p>The following materials form the essential underpinning for the module content and the learning outcomes:</p> <p>Brooks, R. (2019) <i>The trauma and attachment-aware classroom: a practical guide to supporting children who have encountered trauma and adverse childhood experiences</i>. Jessica Kingsley Publishers.</p> <p>Davis, J.M. (2011) <i>Integrated Children's Services</i>. SAGE Publications Ltd.</p> <p>Edwards, A. Daniels, H. Gallagher, T. Leadbetter, J. Warmington, P. (2009) <i>Improving Inter-professional Collaborations: Multi-Agency Working for Children's Wellbeing</i>. London: Routledge.</p> <p>Forbes, J. and Watson, C. (eds) (2009) <i>Service Integration in Schools. Research and Policy Discourses, Practices and Future Prospects</i>. Rotterdam: Sense.</p> <p>Frost, N. and Robinson, M. (2016) <i>Developing Multiprofessional Teamwork for Integrated Children's Services: Research, Policy, Practice</i> (3rd ed). Maidenhead: Open University Press.</p> <p>Hill, M., Head, G., Lockyer, A., Reid, B. and Taylor, R. (2012) <i>Children's Services: Working Together</i>. London: Pearson.</p>	

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 the session for confirmation of the most up-to-date material)

Attendance Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, and course-related learning resources including those in the Library and on the VLE, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: [Academic engagement and attendance procedure](#)

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

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/regulatory-framework/>

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 the GTCS.

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Education
Moderator	Jennifer Ellis
External Examiner	Linda Craig

Accreditation Details	General Teaching Council for Scotland
Version Number	4

Assessment: (also refer to Assessment Outcomes Grids below)
Essay 100%
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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
Essay	✓	✓	✓	✓	✓	100	1
Combined Total for All Components						100%	1 hour

Footnotes

- A. Referred to within Assessment Section above
 B. Identified in the Learning Outcome Section above

Note(s):
<ol style="list-style-type: none"> 1. More than one assessment method can be used to assess individual learning outcomes. 2. Schools are responsible for determining student contact hours. Please refer to the University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note). This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

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 the VLE, 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.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the school)

