University of the West of Scotland

Module Descriptor

Session: 24-25

Title of Module: The Team Around the Child			
Code: BAEL09005	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	D Armstrong		

Summary of Module

This module aims to enable students to understand the principles and terminology associated with UK social policy and to apply theoretical concepts, models and approaches to their own interprofessional practice in early learning and childcare.

Students will research child poverty in the UK and policy to eliminate child poverty. Students will retrospectively examine Scottish Early Childhood policy milestones and will critically analyse Getting It Right for Every Child, The Early Years Framework, community development and planning as well as current initiatives such as A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland and Closing the Attainment Gap.

Students will examine the ecological systems, influences and diversities that can affect children's lives. Perceptions of childhood in society and the importance of children's rights and autonomy will be debated. Models of partnership and teamworking will be explored and students will be encouraged to lead their own critical examination into how partnership methods and approaches are practised by diverse professional teams; identifying some of the barriers and challenges of working with different agencies/expertise.

The module will analyse interprofessional collaboration in early childhood centres and students will apply principles of teamworking to their own practice in integrated working to build the capacities of individuals, families and communities. Students will evaluate their own innovative approaches towards building relationships with children, parents and staff and will be encouraged to reflect upon their own interprofessional development in relation to the MetaSkills/Graduate Attributes required within the ELC standard.

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☒	☐	☐	☐

See Guidance Note for details.

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:
☐	☐	☐	☒	☐	☒	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☐	Term 2	☐	Term 3	☒

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	Identify and examine the principles and terminology associated with UK social policy and explore the development of interprofessional practice in Early Learning and Childcare.
L2	Critically analyse the diversity of children's lived lives and develop a broad, integrated knowledge of the benefits of building relationships with parents and involving them in the work and life of the early childhood setting.
L3	Draw upon a range of research to develop a critical understanding of the roles and responsibilities of the different agencies that can provide support to children and families.
L4	Use knowledge and understanding of theory, concepts and specialisms to develop and to critically evaluate their own interprofessional work-based practice within an Early Learning and Childcare setting.
L5	Click or tap here to enter text.

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 **9**

	Understanding the scope and defining features of Early Learning and Childcare and an integrated knowledge of its main areas and boundaries. Critical understanding of a range of the principles, principal theories, concepts and terminology of Early Learning and Childcare practice and in particular, rights and responsibilities, integrated working and listening to children and families.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Carrying out routine lines of enquiry, development or investigation into professional problems and issues which may occur within the disciplines associated with Integrated Children's Services. Using a range of the principal professional skills, techniques, practices and/or materials associated with Early Learning and Childcare. Using advanced skills, techniques, practices in teamworking, building relationships and listening to children and families. Practising routine methods of enquiry and/or research into work-based practice
Generic Cognitive skills	SCQF Level **9** Critically evaluating evidence-based solutions to difficulties and routine problems and issues within an Early Years context. Undertaking critical analysis, evaluation of, information and issues in Early Learning and Childcare. Identifying and analysing routine professional problems and issues drawing on a range of sources in making judgements.
Communication, ICT and Numeracy Skills	SCQF Level **9** Using a wide range of routine skills and some advanced and specialised skills in support of established practices in Early Learning and Childcare sector for example: developing and implementing projects, working with parents. Presenting or conveying, information on identified topics in Early learning and Childcare for a range of audiences.
Autonomy, Accountability and Working with others	SCQF Level **9** Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

	Exercising autonomy and initiative in some activities at a professional level in practice or in Early Learning and Childcare.
Pre-requisites:	Before undertaking this module the student should have undertaken the following:

	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** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Work Based Learning/Placement	100
Independent Study	64
	Hours Total 200

**Indicative Resources: (eg. Core text, journals, internet access)
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 Gasper, M. (2010) Multi-agency Working in the Early Years Challenges and Opportunities. London. Sage Hill, G., Head, G., Lockyer, A., Reid, B., Taylor, R. (2012) Children's Services: Working Together. Edinburgh. Pearson Publications.

(**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:

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.

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.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Division of Education
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Early Years
Moderator	TBC
External Examiner	I. Birnie
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	1.0

Assessment: (also refer to Assessment Outcomes Grids below)
A 3000-word discursive essay: Discuss the Scottish Early Learning and Childcare policy context in relation to Poverty, Inequality/Children's Rights/ACES/Neuroscience/Early Intervention and examine the ecological factors that can impact on the lives of children and families. A reflective portfolio: which will provide a critical evaluation of the student's own practice in: working with teams, building relationships with co-workers, multiagency professionals and partnerships with children and families.
Assessment 1 Essay 50%
Assessment 2 Portfolio 50%
(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.)

Assessment Outcome Grids (See Guidance Note)

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	X	X				50	0

Component 2							
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**
Portfolio			X	X		50	0

Component 3							
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**
Combined Total for All Components						**100%**	**0 hours**

Change Control:

What	When	Who
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
Module descriptor update following cyber incident	06/02/24	J Leslie

Version Number: MD Template 1 (2023-24)