



Module Descriptor

Title	The Team Around the Child		
Session	2025/26	Status	
Code	BAEL09005	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	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.

Sustainable Development Goals

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

UWS Graduate Attributes

Effective Communicator

Collaborative

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input checked="" 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	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	

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 9</p> <p>Understanding the scope and defining features of Early Learning and Childcare and an integrated knowledge of its main areas and boundaries.</p> <p>Critical understanding of a range of the principles, principal theories, concepts and terminology of Early Learning and Childcare practice and</p>

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

	in particular, rights and responsibilities, integrated working and listening to children and families.
Practice: Applied Knowledge and Understanding	<p>SCQF 9</p> <p>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.</p> <p>Using a range of the principal professional skills, techniques, practices and/or materials associated with Early Learning and Childcare.</p> <p>Using advanced skills, techniques, practices in teamworking, building relationships and listening to children and families.</p> <p>Practising routine methods of enquiry and/or research into workbased practice</p>
Generic Cognitive skills	<p>SCQF 9</p> <p>Critically evaluating evidence-based solutions to difficulties and routine problems and issues within an Early Years context.</p> <p>Undertaking critical analysis, evaluation of, information and issues in Early Learning and Childcare.</p> <p>Identifying and analysing routine professional problems and issues drawing on a range of sources in making judgements.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 9</p> <p>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.</p> <p>Presenting or conveying, information on identified topics in Early learning and Childcare for a range of audiences.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 9</p> <p>Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.</p> <p>Exercising autonomy and initiative in some activities at a professional level in practice or in Early Learning and Childcare.</p>

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	36
Work-based Learning	100
Independent Study	64
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Frost, N., Robinson, M. (2016) Developing Multi-Professional Teamwork For Integrated Children's Services 3rd Edition London. Open University Press</p> <p>Gasper, M. (2010) Multi-agency Working in the Early Years Challenges and Opportunities. London. Sage</p> <p>Hill, G., Head, G., Lockyer, A., Reid, B., Taylor, R. (2012) Children's Services: Working Together. Edinburgh. Pearson Publications.</p>
<p>(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)</p>

Attendance and Engagement Requirements
<p>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.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <p>All fulltime students 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.</p>

Equality and Diversity
<p>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.</p> <p>In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on</p>

inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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	<input type="checkbox"/> Pass / Fail <input type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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	Early Years
Moderator	A.Malik
External Examiner	M.McKenzie
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Discursive Essay - 50%

Assessment 2

Reflective Case Study - 50%

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
Discursive Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50%	

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Reflective Case Study	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50%	

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
Module descriptor annual update; update to include reference to SDGs and Graduate Attributes; change of moderator; change of External Examiner.	16/03/2025	D.Armstrong