



Module Descriptor

Title	Leading to Collaborate		
Session	2025/26	Status	
Code	EDUC09022	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			
<p>This module is designed for experienced practitioners working in childcare establishments in Scotland. It will enable students to develop professional knowledge and a critical understanding of the principles, theories and concepts of local and national systems, and of policies, practices, and legal requirements relevant to a range of sectors in the children's services.</p> <p>Students will demonstrate a current knowledge of Scottish Government legislation, policy and practice e.g. Early Years and Early Intervention, the UNCRC, Getting It Right for Every Child and Child Protection legislation The module will focus initially on gaining an understanding of the concept of childhood in society, applying an ecological perspective to analyse the professional roles, responsibilities, attributes and approaches to working with children, families other professionals and agencies and build the capacities of individuals, families and communities.</p> <p>The module will analyse practice in early childhood centres, to inform the students' practice in collaborative working and in leading the provision of environments that are safe, secure, nurturing, and inclusive and which support children's progress. Drawing on practice experience students will develop skills and abilities in reviewing and evaluating their work with parents and will also develop knowledge and understanding of how to promote and lead others in working with parents and carers, families and communities.</p> <p>The module will also focus on how staff can be supported in aspects of working with parents including supervision, support and critical incidents. Students will demonstrate understanding of best practice of collaborative working.</p>			
Sustainable Developmental 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			
Critical Thinker			

Potential Leader

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 checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) NCL	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" 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	Demonstrate a critical understanding of the principle features of theoretical perspectives, local and national policies, practices, and legal requirements relevant to the Children's Services.
L2	Take responsibility for effective practice in leading an aspect of work with children, families and communities in line with current policy guidelines.
L3	Apply an ecological systems model to analyse and develop a critical understanding of the range of influences upon the lives of children, families and communities.
L4	Demonstrate the ability to collaborate with other agencies and Children's Services to develop and provide a safe, secure environment for children.
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)	SCQF 9 A broad and integrated knowledge and understanding of the scope, main areas and boundaries of children's services planning and integrated

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

	working in line with Scottish Government Policy. Knowledge and critical understanding of best practice in working with families.
Practice: Applied Knowledge and Understanding	SCQF 9 Carry out routine lines of enquiry, development or investigation into professional problems and issues which may occur out-with and within a learning community.
Generic Cognitive skills	SCQF 9 Critically evaluate evidence based solutions to defined and routine problems and issues.
Communication, ICT and Numeracy Skills	Please select SCQF Level Use a range of standard applications to process and obtain data which relates to relevant professional contexts.
Autonomy, Accountability and Working with Others	Please select SCQF Level Take continuing account of own and others' roles, responsibilities and contributions in carrying out and evaluating tasks.

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
The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Dockett, S., & Einarsdottir, J. (2017). Continuity and Change as children start school. In Ballam, N., Perry, B., & Garpelin, A. (2017) Pedagogies of Educational Transitions European and Antipodean Research (pp. 133-150). Springer.

Fabian, H. (2007). Informing Transitions. In Dunlop, A. W., & Fabian, H. (Eds) Informing Transitions in the Early Years Research, policy and practice (pp. 3-17) Open University Press

Hayes, N., O'Toole, L., & Halpenny, A.M. (2017). Introducing Bronfenbrenner: A Guide for Practitioners and Students in Early Years Education. Routledge.

<https://r2.vlreader.com/Reader?ean=9781317294313>

Whalley, M. & the Pen Green Centre Team. (2007). Involving parents in their children's learning (2nd Ed). Paul Chapman Publishing.

Scottish Government (2020) Independent Care Review: The Promise. Edinburgh. Scottish Government.

Scottish Social Services Council (2016) Enhancing Leadership capabilities: The Strategy for enhancing the leadership capabilities for Scotland's Social Services. Delivery Plan 2017-2020. Dundee. SSSC.

(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:

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.

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](#).

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 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 checked="" type="checkbox"/> Graded

Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" 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	J Leslie
External Examiner	J. Shaik Mopidevi
Accreditation Details	Approval required by SSSC
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
During work based learning, students will evaluate the practice of working in partnership. This will result in a presentation, reflecting on practice strengths and areas for improvement in relation to collaborative working. (100%)
Assessment 2
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
Presentation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100%	

Component 2							
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"/>		

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 module coordinator	16/03/2025	D.Armstrong