Module Descriptor

Title	Inter-Professional Practices (CS)		
Session	2025/26	**Status**	
Code	CHSS10005	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	J. Ovington		

Summary of Module

The module aims to develop professional attributes, knowledge, understanding and skills that will equip students to work in inter-professional teams. Specifically, studnents will develop an insight into the current and emerging trends in the theoretical understanding of collaborative/ integrative/ participatory partnerships, and their contribution to current priorities as outlined by the Scottish Government.

Students will develop their knowledge and insight into the best means of supporting community participation in partnership and collaborative/ integrative/ participative working, and being cognisance of the tensions and conflicts that emerge. Students will explore the drivers and benefits to developing the joint achievement of shared goals and will explore the potential for childhood, youth, adult and community work to be underpinned by a border crossing pedagogy that enables students to work across professional and disciplinary boundaries as a means of wider social transformation.

The module enables the students to develop the following UWS Graduate Attributes:

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

5.   Achieve gender equality and empower all women and girls

10. Reduce inequality within and among countries

The module contributes towards the following UN Sustainable Goals:

Analytical

Effective Communicator

Transformational

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☒ Ayr ☒ Dumfries	☒ Lanarkshire ☐ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☒	Term 2 ☒	Term 3 ☒	
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐	

Learning Outcomes	
L1	Demonstrate a critical understanding of the principal theories, concepts and principles associated with collaborative partnership work and their relationship to current policy discourse.
L2	Critically evaluate, through the use of peer practice evaluation and/or case study comparison, what factors contribute to the success or failure of an effective collaborative and participative partnership.
L3	Critically analyse the potential for border-crossing pedagogies to enable inter-agency collaboration across chosen fields of interprofessional working.
L4	Outline practical considerations to measure what a successful participative partnership will look like and the means of challenging the complex professional issues associated with conflict.
L5	Plan and communicate the next steps to influence or make changes to the collaborative/ integrative/ participative partnership work within practice and / or professional work settings and reflect upon the skills they personally need to develop in order to contribute effectively within such partnerships.

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 10** Critical awareness of current issues in a subject/ discipline and the theories, principles, boundaries, concepts and terminology.

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[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

Practice: Applied Knowledge and Understanding	**SCQF 10** Demonstrate originality or creativity in the application of knowledge, understanding and/ or practices within a range of professional contexts which include a degree of unpredictability.
Generic Cognitive skills	**SCQF 10** Critically reviewing, analysing complex professional level problems and issues.
Communication, ICT and Numeracy Skills	**SCQF 10** Communicating ideas about established practices and specify refinements/ improvements.
Autonomy, Accountability and Working with Others	**SCQF 10** Deal with ethical and professional issues in ways that show a clear awareness of own and others roles and responsibilities.

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. Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment. Student handbooks, and other detailed material made available to students, will give more specific information on the particular 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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	18
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	35
Independent Study	129
Please select	
Please select	

TOTAL	200

Indicative Resources

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

Edwards, A., Daniels, H., Gallagher, T., Leadbetter, J. and Warmington, P. (2009) Improving inter-professional collaborations: Multi-agency working for children's wellbeing. London: Routledge.

Roberts, J.M. (2004) Alliances, coalitions and partnerships. Canada: New Society Publishers.

Tett, L., Crowther, J. and O'Hara, P. (2003) Collaborative partnerships in community education, Journal of Education Policy, 18(1), pp. 37-51. Available at: https://doi.org/10.1080/0268093032000042191

(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:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make

reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.	
(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	☐ Pass / Fail ☒ Graded
Module Eligible for Compensation	☐ Yes ☒ 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	L. Lindsay
External Examiner	C. Counihan
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	4.1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Poster Presentation equivalent to 1,500 words
Assessment 2
Written Critical Evaluation 2,500 words
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**
Poster Presentation	☒	☐	☒	☐	☒	50%	1.5

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**

Critical Evaluation	☐	☒	☒	☒	☐	50%	1.5

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	3 hours

Change Control

What	When	Who
General housekeeping to text across sections.	12/12/23	D Taylor
Module descriptor update follwing cyber incident.	06/02/24	J Ovington
Updated descriptor to include: UWS Graduate Attributes SDG's, Student Attendance and Engagement Procedure, and UWS Equality, Diversity and Human Rights Code as per Guidance Notes 2025/26.	17/03/25	J Ovington
General housekeeping to text across sections.	17/03/25	J Ovington