

University of the West of Scotland

Module Descriptor

Session: 2023/ 2024

Title of Module: Inter-Professional Practices			
Code: EDUC 10041	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education		
Module Co-ordinator:	J. Ovington		
Summary of Module			
<p>The module aims to develop professional attributes, knowledge, understanding and skills that will equip students to work in inter-professional teams. Specifically, participants 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 such as the Scottish Government's Single Outcome Agreements.</p> <p>Participants will develop their knowledge and insight into the best means of supporting community participation in partnership and collaborative/ integrative/ participative working, and to take cognisance of the tensions and conflicts that emerge. They 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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name
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Term(s) for Module Delivery						
(Provided viable student numbers permit).						
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>	

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	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 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 Level 10 Critical awareness of current issues in a subject/ discipline and the theories, principles, boundaries, concepts and terminology.
Practice: Applied Knowledge and Understanding	SCQF Level 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 Level 10

	Critically reviewing, analysing complex professional level problems and issues.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Communicating ideas about established practices and specify refinements/ improvements.	
Autonomy, Accountability and Working with others	SCQF Level 10 Deal with ethical and professional issues in ways that show a clear awareness of own and others roles and responsibilities.	
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	
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	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	24
	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:

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.

(*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: In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on VLE, and complete assessments and submit these on time.

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](#).

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 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.

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Early Years
Moderator	L. Lindsay
External Examiner	C. Counihan
Accreditation Details	None
Changes/Version Number	4

Assessment: (also refer to Assessment Outcomes Grids below)

The assignment for this module will be equivalent to a 3000 word paper drawing from a range of assessment instrument that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture or poster.

Assessment 1 - Written assignment: Essay

Assessment 2 – Practical: Presentation

(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	✓	✓	✓		✓	75	3

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
	✓	✓	✓	✓	✓	25	1
Combined Total for All Components						100%	4 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

Version Number: MD Template 1 (2023-24)