



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Professional Collaborations for Education, Learning and Development				
Module Code	UTTQQ9-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA (Hons) Education Learning and Development BA (Hons) Education & Early Childhood				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	2 <sup>nd</sup> May 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify a range of professional pathways and roles within education, learning and development contexts (Comp B)</li> <li>2) Demonstrate their understanding of relevant application of the learning process in a variety of different work related contexts (Comp A)</li> <li>3) Understand their legal and professional responsibilities as an educationalist associated with safeguarding all children, young people and vulnerable adults in a variety of educational settings (Comp A)</li> <li>4) Recognise the role of the voluntary and community sector in supporting education, learning and development within both public and private spheres for children, young people and/or adults (Comp B)</li> <li>5) Engage with children, young people and adults in schools and communities in order to develop strategies for education and change (Comp B)</li> <li>6) Reflect upon their work related learning experience and their own professional development and behaviour, identifying opportunities for further collaboration and development (Comp B)</li> <li>7) Develop communication and facilitation skills in a variety of education, learning and/or development contexts demonstrating awareness of the suitability for different stages or age groups (Comp A)</li> </ol>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Scoping the wide range of professional roles within Education, Health and Social Care contexts where learning and development may be prioritised</li> <li>• Revision of insights into the centrality of the learning processes for children, young people and adults throughout the life course in a variety of different settings</li> </ul>

	<ul style="list-style-type: none"> <li>• Theoretical perspectives and practical insights to issues of safeguarding for children, young people and vulnerable adults</li> <li>• Minimum of 10 days work related learning in an educational / learning or development focused setting, suitability of which is negotiated with a tutor</li> <li>• Work related learning workshops – student led , tutor facilitated that focus on professional roles and responsibilities in context</li> <li>• Skills in reflective practice around work related learning experiences</li> <li>• Explored the variety of routes into education, learning or development considering further education contexts and potential for employment</li> <li>• Communication and facilitation skills workshops that enable effective interaction with service users and colleagues in the work based settings</li> </ul>
<p>Contact Hours/Scheduled Hours</p>	<p>Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement, e-mail contact and work related learning experiences.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Whole cohort events: 18 hours</p> <p>Work related experiences (evidenced minimum requirement) : 20 hours  <i>For example - 5 days initially during the reading week followed by 1 or 2 days each week through the remains of the autumn and into the spring term</i></p> <p>Smaller group events (seminars, tutorials, workshops, presentations): 22 hours</p> <p>Guided study (group and individual tasks, including online engagement): 12 hours</p>
<p>Teaching and Learning Methods</p>	<p><b>Scheduled learning</b> includes lectures, work related learning experiences, seminars, tutorials, workshops and shared presentations.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p> <p><b>Work related learning:</b> This will comprise of a range of work related learning experiences which have been identified as being suitable learning environments for this programme through negotiation with the module leader.</p>
<p>Reading Strategy*</p>	<p><b>Essential Reading:</b> Students will be made aware of a set reading before the module start date and will be advised on texts which are available electronically or in the library. Module handbooks will reflect the range of reading required.</p> <p><b>Further Reading:</b> All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out</p> <p><b>Access and Skills :</b> Students are expected to be able to identify and retrieve appropriate information about a wide range of work-related contexts where education, learning and development could take place. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> <p><b>Indicative Reading List:</b> The list included in this module specification indicates the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. Current advice on additional reading will be available via the module guide or Blackboard pages. Further reading related to the students work-related learning context will</p>

	be made available as required
Indicative Reading List	<p>Baginsky, J. (2008) Safeguarding children and schools London: Jessica Kingsley Publishers</p> <p>Edwards, A (2009) Improving interprofessional collaborations: multi-agency working for children's well-being London: Routledge [e-book]</p> <p>Robbins, S.P. and Hunsaker, P.L. (2009) Training in Interpersonal Skills: Tips for Managing People at Work, Upper Saddle River, N.J: Pearson Prentice Hall</p> <p>Todd, L., (2007) Partnerships for inclusive education : a critical approach to collaborative working, London: Routledge Falmer</p> <p>Nichols S, AGCAS (2007) Education –Alternatives to Teaching -Teaching and Related Professions Task Group Published AGCAS</p>

*\*Please note that this is currently under review and new guidance may be issued in 2012*

<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.</p> <p>The Assessment strategy for this module is designed to support students in gaining an understanding of professional roles and how these individual roles form part of wider professional partnerships.</p>

Identify final assessment component and element	<b>B</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25</b>	<b>75</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
<p>Learning log verified through work related context</p> <p>Assessment Criteria : AL2 CL2</p> <p><b>A: Conceptual Domain (Core)</b> The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p><b>C: Contextual Domain</b> The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.</p>	100	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
<p>Reflective report that draws on the work related learning experience ( 3750 words)</p> <p>Assessment Criteria : AL2, CL2, GL2</p> <p><b>A: Conceptual Domain (Core)</b> The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p><b>C: Contextual Domain</b> The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.</p>	100	

<b>G: Action Domain</b> The assignment demonstrates that the student can articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.	
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**Resit (further attendance at taught classes is not required)**

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
1. Learning log verified through work related context Assessment Criteria : AL2 CL2	100
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1. Reflective report that draws on the work related learning experience ( 3750 words) Assessment Criteria : AL2, CL2, GL2	100

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.