



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data

Module Title	Partnership Working				
Module Code	UTTGT4-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	EDUCATION		
Contributes towards	FDA EDUCATIONAL SUPPORT				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	NA		Co- requisites	NA	
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30 th May 2013
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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"> 1. Identify and explore the roles and responsibilities of the key agencies involved with children, young people, vulnerable adults and their families (COMP A /B) 2. Understand the centrality of the child, young person, vulnerable adult and their family , and understand the importance of professionals to work in partnership with clients (COMP B) 3. Develop awareness of the additional support requirements of clients and be clear about where to find such support across education, health, social services and the voluntary and community sector 4. Understand the ethical issues and practical implications of information sharing (COMP B) 5. Reflect on and develop understanding of personal communicative competence within effective inter professional working practice (COMP A) 6. Increase their awareness of a range of issues within the area of safeguarding including an understanding of the identification, support and monitoring process of clients at risk (COMP B) 7. Work effectively in collaboration with others (COMP A)
Syllabus Outline	<p>The content will vary according to the needs of participants but will cover aspects from the following:</p> <ol style="list-style-type: none"> 1. Introduction to inter professional collaboration / multi agency working practices 2. Working with other professionals across the children's and adult workforce, exploring strategies and good practices and current processes used to assess clients' needs. 3. Personal reflection on experience of inter professional collaboration;

	<ol style="list-style-type: none"> 4. Personal communicative competence 5. Building relationships with families and parents and carers; 6. Listening to voices of the child, young person, vulnerable adult and family; 7. Safeguarding and child and vulnerable adult protection issues; 8. Information sharing protocols and practices across agencies and between professionals and families 9. The rights of the child and young person and vulnerable adult. 10. Understanding around concept of 'significant harm' and similar concepts in relation to their overall understanding of development. 11. The systems surrounding a client - family, community, school and state and exploration of issues related to culture, gender, language, class and disability. 								
Contact Hours	<p>Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <table data-bbox="395 797 1356 976"> <tr> <td>Whole cohort events:</td> <td style="text-align: right;">32 hours</td> </tr> <tr> <td>Guided study (group & individual tasks, including online engagement):</td> <td style="text-align: right;">13 hours</td> </tr> <tr> <td>Work – related learning activities</td> <td style="text-align: right;">27 hours</td> </tr> <tr> <td>Total contact scheduled hours</td> <td style="text-align: right;">72 hours</td> </tr> </table>	Whole cohort events:	32 hours	Guided study (group & individual tasks, including online engagement):	13 hours	Work – related learning activities	27 hours	Total contact scheduled hours	72 hours
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Teaching and Learning Methods	<p>Scheduled learning will draw upon the experiences of participants within the group. Each session will involve a communication activity to support the development of effective communication skills. Lectures, seminars, tutorials, directed study tasks including guided reading and student presentations, reflective activity, role-play, video, use of ICT.</p> <p>Independent learning 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>Work-based learning: This is important aspect within this programme and included on average 100 hours per 30 credit module as participants are expected to be in the workplace throughout their study.</p>								
Key Information Sets Information	<p>This programme takes place on one day of the week to enable all participants to continue working and to study alongside this process . The hours entered in the table below reflect this reality in that scheduled contact time is low whilst placement study time is relatively high.</p>								

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	128	100	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	75%
Practical exam assessment percentage	25%
	100%

Reading Strategy

Essential reading: Students are encouraged to read a wide range of articles and texts concerning partnership working many of which are available electronically. There are several texts available which will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.

Further reading: 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.

Access and skills: Students are expected to be able to identify and retrieve appropriate reading. 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.

Indicative Reading List

Douglas A (2008) Partnership working London : Routledge Ltd

Orme J (2006) Evaluation of a drama based intervention Jump Together as a multi-agency training tool to assist planning and joint working within South West Health Care Partnerships Bristol: University of the West of England

Atkinson, M., Doherty, P. & Kinder, K. (2005) Multi-agency working: models, challenges and key factors for success. *Journal of Early Childhood Research* 3 (1) 7-17 (available within UWE from <http://ecr.sagepub.com/cgi/content/abstract/3/1/7>)

Bangs, J. Macbeath, J. and Galton, M. (2010) *Reinventing Schools, Reforming Teaching: From Political Visions to Classroom Reality* London: Taylor and Francis

Broadhead, P., Meleady, C. and Delgado, M.A. (2008) *Children, Families and Communities: Creating and Sustaining Integrated Services* Maidenhead: OU Press

Cheminais, R. (2009) *Effective Multi-Agency Partnerships: Putting Every Child Matters into Practice* London: Sage 31

McLeod, A. (2008) *Listening to Children: A Practitioner's Guide* London: Jessica Kingsley

HM Government (2010) *Working Together to Safeguard Children. A guide to Interagency Working to safeguard and Promote the Welfare of Children.* London, TSO

Websites:
<http://www.online-procedures.co.uk/swcpp/> South West Child Protection Procedures. (accessed 13/05/2013)
<http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking> (accessed 13/05/2013)
<http://www.ncb.org.uk/#> (accessed 13/05/2013)

Part 3: Assessment

<p>Assessment Strategy</p>	<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>Assessment Criteria adhered to within the Education Department are as follows for level 2 :</p> <p>A: Conceptual Domain (Core) – 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: Literature Domain – The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.</p> <p>E: Ethical Domain The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these relate to practical cases.</p> <p>G: Action Domain - The assignment demonstrates that the student can articulate a</p>
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	<p>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.</p> <p>Formative Assessment Feedback on students' progress in their studies on this module will be provided during face to face meetings, via on line means, during seminars and in small group tutorials.</p> <p>Summative Assessment Component A asks participants to engage in creation of a group Wiki online that explores an aspect of partnership working Component B will comprise of a reflection on professional practice to identify range of important responsibilities including the safeguarding of children, young people.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
A presentation of a group Wiki outlining benefits and challenges of inter professional collaboration in supporting clients and their families. Up to 8 minutes per student. Assessment Criteria AL2, BL2, EL2	100%	
Component B Description of each element	Element weighting	
A reflective report on the professional responsibilities one holds towards clients and their families to include the process of safeguarding and child/adult protection (approximately 3750 words) Assessment Criteria AL2, BL2, GL2	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
A presentation of an individual Wiki outlining benefits and challenges of inter professional collaboration in supporting clients and their families. 8 minutes. Assessment Criteria AL2, BL2, EL2	100%	
Component B Description of each element	Element weighting	
A reflective report on the professional responsibilities one holds towards clients and their families to include the process of safeguarding and child/adult protection (approximately 3750 words) Assessment Criteria AL2, BL2, 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.		

