



Module Specification

Partnership Working

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Part 1: Information

Module title: Partnership Working

Module code: UTTGT4-30-2

Level: Level 5

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: The content will vary according to the needs of participants but will cover aspects from the following:

Introduction to inter professional collaboration / multi agency working practices.

Working with other professionals across the children's and adult workforce, exploring strategies and good practices and current processes used to assess clients' needs.

Personal reflection on experience of inter professional collaboration.

Personal communicative competence.

Building relationships with families and parents and carers.

Listening to voices of the child, young person, vulnerable adult and family.

Safeguarding and child and vulnerable adult protection issues.

Information sharing protocols and practices across agencies and between professionals and families.

The rights of the child and young person and vulnerable adult.

Understanding around concept of 'significant harm' and similar concepts in relation to their overall understanding of development.

The systems surrounding a client - family, community, school and state and exploration of issues related to culture, gender, language, class and disability.

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

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.

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.

Whole cohort events: 32 hours

Guided study (group and individual tasks, including online engagement): 13 hours

Work – related learning activities: 27 hours

Total contact scheduled hours: 72 hours

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Identify and explore the roles and responsibilities of the key agencies involved with children, young people, vulnerable adults and their families

MO2 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

MO3 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

MO4 Understand the ethical issues and practical implications of information sharing

MO5 Reflect on and develop understanding of personal communicative competence within effective inter professional working practice

MO6 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

MO7 Work effectively in collaboration with others

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 128 hours

Placement = 100 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: 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.

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.

Assessment Criteria adhered to within the Education Department are as follows for level 2 :

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.

B: Literature Domain – The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

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.

G: Action Domain - 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.

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.

Summative Assessment

Assessment 1 asks participants to make a presentation that explores an aspect of partnership working. Assessment 2 will comprise of a reflection on professional practice to identify range of important responsibilities including the safeguarding of children, young people.

Assessment components:

Presentation (First Sit)

Description: A presentation 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

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO5, MO7

Report (First Sit)

Description: 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

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO6

Presentation (Resit)

Description: A presentation 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

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO5, MO7

Report (Resit)

Description: 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

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO6

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Educational Support [COBC] FdA 2022-23

Educational Support [Frenchay] FdA 2022-23