



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Partnership Working		
Module Code	UTTGT4-30-2	Level	2
For implementation from	September 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Primary Early Childhood and Education Studies
Department	Education and Childhood		
Contributes towards	FdA Educational Support (CoBC)		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>The content will vary according to the needs of participants but will cover aspects from the following:</p> <ul style="list-style-type: none"> <li>• Introduction to inter professional collaboration within and including multi-agency working practices</li> <li>• Working with other professionals across the children's and adult workforce, exploring strategies and good practices and current processes used to assess clients' needs.</li> <li>• Personal reflection on experience of inter professional collaboration;</li> <li>• Personal communicative competence</li> <li>• Building relationships with families and parents and carers;</li> <li>• Listening to voices of the child, young person, vulnerable adult and family;</li> <li>• Safeguarding and child and vulnerable adult protection issues;</li> <li>• Information sharing protocols and practices across agencies and between professionals and families</li> <li>• The rights of the child and young person and vulnerable adult.</li> <li>• Understanding around concept of 'significant harm' and similar concepts in relation to their overall understanding of development.</li> <li>• The systems surrounding a client - family, community, school and state and exploration of issues related to culture, gender, language, class and disability.</li> </ul>

### Part 3: Assessment

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**

Component A asks participants to make a presentation 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.

Identify final timetabled piece of assessment (component and element)	<b>Component 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>	
1. 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	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1. 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%	

<b>Resit (further attendance at taught classes is not required)</b>																										
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1. A presentation Assessment Criteria AL2, BL2, EL2	100%																									
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>																									
1. A reflective report (approximately 3750 words) Assessment Criteria AL2, BL2, GL2	100%																									
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.																										
<b>Part 4: Learning Outcomes &amp; KIS Data</b>																										
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>Identify and explore the roles and responsibilities of the key agencies involved with children, young people, vulnerable adults and their families (COMP A /B)</li> <li>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)</li> <li>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</li> <li>Understand the ethical issues and practical implications of information sharing (COMP B)</li> <li>Reflect on and develop understanding of personal communicative competence within effective inter professional working practice (COMP A)</li> <li>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)</li> <li>Work effectively in collaboration with others (COMP A)</li> </ul>																									
Key Information Sets Information (KIS)	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>																									
Contact Hours	<table border="1"> <thead> <tr> <th colspan="5"><b>Key Information Set - Module data</b></th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">30</td> </tr> <tr> <td>Hours to be allocated</td> <td>Scheduled learning and teaching study hours</td> <td>Independent study hours</td> <td>Placement study hours</td> <td>Allocated Hours</td> </tr> <tr> <td>300</td> <td>72</td> <td>128</td> <td>100</td> <td>300</td> </tr> </tbody> </table> <p style="text-align: right;"></p>	<b>Key Information Set - Module data</b>										<i>Number of credits for this module</i>				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	128	100	300
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	The table below indicates as a percentage the total assessment of the module which constitutes a -																									

Total Assessment	<p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>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:</p> <table border="1" data-bbox="644 427 1337 658"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>70%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>15%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>15%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		70%		Coursework assessment percentage		15%		Practical exam assessment percentage		15%					100%
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Reading List	<p>Additional digital materials are made available through Blackboard.  <i>Further information and guidance on reading lists and digitisation are available at <a href="https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists">https://intranet.uwe.ac.uk/tasks-guides/Collection/using-readinglists</a></i></p> <p>Douglas A (2008) Partnership working London : Routledge Ltd</p> <p>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</p> <p>Atkinson, M., Doherty, P. &amp; 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 <a href="http://ecr.sagepub.com/cgi/content/abstract/3/1/7">http://ecr.sagepub.com/cgi/content/abstract/3/1/7</a>)</p> <p>Bangs, J. Macbeath, J. and Galton, M. (2010) Reinventing Schools, Reforming Teaching: From Political Visions to Classroom Reality London: Taylor and Francis</p> <p>Broadhead, P., Meleady, C. and Delgado, M.A. (2008) <i>Children, Families and Communities: Creating and Sustaining Integrated Services</i> Maidenhead: OU Press</p> <p>Cheminais, R. (2009) <i>Effective Multi-Agency Partnerships: Putting Every Child Matters into Practice</i> London: Sage 31</p> <p>McLeod, A. (2008) <i>Listening to Children: A Practitioner's Guide</i> London: Jessica Kingsley</p> <p>HM Government (2010) <i>Working Together to Safeguard Children. A guide to Interagency Working to safeguard and Promote the Welfare of Children.</i> London, TSO</p> <p><b>Websites:</b>  <a href="http://www.online-procedures.co.uk/swcpp/">http://www.online-procedures.co.uk/swcpp/</a> South West Child Protection Procedures. (accessed 13/05/2013)  <a href="http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking">http://www.education.gov.uk/childrenandyoungpeople/strategy/integratedworking</a> (accessed 13/05/2013)  <a href="http://www.ncb.org.uk/#">http://www.ncb.org.uk/#</a> (accessed 13/05/2013)</p>																				

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First CAP Approval Date	30 <sup>th</sup> May 2013			
Revision CAP Approval Date	Nov 2015	Version	1.1	<i>Link to RIA</i>
SUVP	1 <sup>st</sup> March 2019		2	<a href="#">Link to Profile</a> CAR ID 4816