



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Recognising parental knowledge: building professional parent relationships				
Module Code	UTTGTE-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	PECES		
Contributes towards	BA HONS EDUCATION IN PROFESSIONAL PRACTICE				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	NA		Co- requisites	NA	
Excluded Combinations	UTTGNR-20-3		Module Entry requirements		
Valid From	September 2013		Valid to	September 2019	

CAP Approval Date	30 May 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of the module participants will be able to:</p> <ol style="list-style-type: none"> 1. develop range of strategies and factors that are significant to establish and sustain successful participative communication between parents and professionals and across these groups (Comp B) 2. explore and evaluate a range of case studies that illustrate successful exploitation of parents’ knowledge of their children (Comp B) 3. understand the implications of different theoretical models for conceptualising effective relationships between professionals and parents (Comp A/B) 4. demonstrate knowledge and understanding of the significance of culture, ethnicity, class, gender, sexuality and disability in relation to parenting responsibilities (Comp A/B) 5. develop a self reflexive approach to professional work with others 6. take responsibility for own learning, criticise it and accommodate new principles and understandings; (Component A/B) 7. identify and define complex problems confidently and flexibly and can apply appropriate knowledge and skills to their solution. (Component B)
Syllabus Outline	The specific content of the module will be negotiated with participants with areas

	<p>identified from the following areas of study:</p> <ul style="list-style-type: none"> • legislation and policy in field of children and young people to support working in partnership with parents and carers • views and perceptions of parents, children and young people in families of professional contributions to provide information, advice and advocacy • partnership building and maintenance between families and a range of agencies across children and young people’s services • recognition and analysis of the range of challenges to parenting faced by some families e.g. attachment theory, single parents, families with disabilities and health concerns • explore the potential for the role of parent advice worker / parent liaison worker / family link worker • approaches to enhancing parents’ self esteem and confidence through advocacy • enable participants to develop skills in networking across voluntary and community sector organisations for benefit of parents and carers to mutually support each other • differences in expectations for gender differences – fathers and mothers • building partnerships – strategies, principles, models and guidance • activities to address all aspects of different modes of communication • challenges of sharing information • inter professional working practice and the centrality of parents and carers 								
Contact Hours	<p>Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, guided 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 style="width: 100%; border: none;"> <tr> <td style="width: 80%;">Whole cohort events:</td> <td style="text-align: right;">32.5 hours</td> </tr> <tr> <td>Guided study (group & individual tasks, including online engagement):</td> <td style="text-align: right;">13.5 hours</td> </tr> <tr> <td>Work – related learning activities</td> <td style="text-align: right;">26 hours</td> </tr> <tr> <td>Total contact scheduled hours</td> <td style="text-align: right;">72 hours</td> </tr> </table>	Whole cohort events:	32.5 hours	Guided study (group & individual tasks, including online engagement):	13.5 hours	Work – related learning activities	26 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, guided study tasks including 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. Scheduled sessions may vary slightly depending on the module choices you make.</p> <p>Work-based learning: This is important aspect within this programme and included on average 100 hours per 30 credit module s participants are expected to be in the workplace throughout their study.</p>								
Key Information Sets Information	<p>This programme is a top up of one year at level 3 for those who have achieved 240 credits through a Foundation Degree either in UWE Federation programmes or outside the university. This has led to the programme being timetabled to take place on one day of the week to enable all participants to continue working and to study alongside this process in a similar manner to when they were studying their FdA. The hours entered in the table below reflect this reality in that scheduled contact</p>								

time is low whilst placement study time is relatively high.

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 working with parents 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: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.

<p>Indicative Reading List</p>	<p>Bastiani J (1992) <i>Working with parents a whole school approach</i> London: Routledge</p> <p>A. Booth & F. Dunn (1996) (Eds) <i>Family-School Links: How do they Affect Educational Outcomes</i>, Hilsdale, Lawrence Erlbaum Associates</p> <p>Davis, H., Day, C. & Bidmead, C. (2002) <i>Working in Partnership with Parents: The Parent Adviser Model</i>. London: Harcourt Assessment.</p> <p>Epstein, J. (1996) 'Perspectives and Previews on Research and Policy for School, Family and Community Partnership', 209-246, in A. Booth & F. Dunn (Eds) <i>Family-School Links: How do they Affect Educational Outcomes</i>, Hilsdale, Lawrence Erlbaum Associates</p> <p>Hornby, G And Lafaele, R (2011) Barriers to parental involvement in education: an explanatory model, <i>Educational Review</i>, 63:1, 37-52</p> <p>Muschamp, Y., Wikeley, F., Ridge, T. And Balarin, M. (2007) <i>Parenting, Caring and Educating (Primary Review Research Survey 7/1)</i> Cambridge: University of Cambridge, Faculty of Education.</p> <p>Reynolds, J. (2005) <i>Parents' involvement in their children's learning and schools – How should their responsibilities relate to the role of the state?</i> Policy Discussion Paper. London: Family & Parenting Institute.</p> <p>Roker D & Coleman J (2007) <i>Working with parents of young people : research, policy and practice</i> London : Jessica Kingsley Publishers</p> <p>Tizard, B. (1991) <i>Working mothers and the care of young children</i>, in E. Lloyd and A.Phoenix (eds) <i>Social Construction of Motherhood</i>. London: Sage.</p>
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<p style="text-align: center;">Part 3: Assessment</p>	
<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 Education Department as follows for level 3:</p> <p>A: Conceptual Domain (Core for each component) The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories.</p> <p>F: Values Domain The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.</p> <p>G: Action Domain The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.</p> <p>Formative Assessment Students will be encouraged to reflect critically upon the practice of parental partnership that occurs in a range of settings and develop their insight to how they might recognise parental knowledge and be able to draw upon it to enhance their professional capacities to work with children and young people. Feedback on students' progress in their studies on this module will be provided during face to face</p>

	<p>meetings, via on line means, during seminars and in small group tutorials.</p> <p>Summative Assessment Component A asks participants to create a leaflet to encourage parents to share the knowledge they have of their child. Component B will comprise of a series of case studies exploring different approaches to parental engagement which are evaluated and explored as appropriate to the needs of the learners and in line with the learning outcomes for the module</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A: 25	B: 75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
<p>Create a web page for inclusion on your workplace website promoting the sharing of parental knowledge within a specific area of children and young people’s services</p> <p>Assessment Criteria – AL3</p>	100%	
Component B Description of each element	Element weighting	
<p>A portfolio of case studies of parent/professional relationships that also includes a reflective commentary (1000 words) drawing out principles for good practice. (Total 3750 words.)</p> <p>Assessment Criteria – AL3, FL3, GI3</p>	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
<p>Create a web page for inclusion on your workplace website promoting the sharing of parental knowledge within a specific area of children and young people’s services</p> <p>Assessment Criteria – AL3</p>	100%	
Component B Description of each element	Element weighting	
<p>A portfolio of case studies of parent/professional relationships that also includes a reflective commentary (1000 words) drawing out principles for good practice. (Total 3750 words.)</p> <p>Assessment Criteria – AL3, FL3, GI3</p>	100%	
<p>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.</p>		