



Module Specification

Recognising Parental Knowledge: Building Professional Parent Relationships

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Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	5
Part 5: Contributes towards	8

Part 1: Information

Module title: Recognising Parental Knowledge: Building Professional Parent Relationships

Module code: UTTGTE-30-3

Level: Level 6

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 specific content of the module will be negotiated with participants with areas identified from the following areas of study:

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

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

Whole cohort events: 32.5 hours

Guided study (group and individual tasks, including online engagement): 13.5 hours

Work – related learning activities 26 hours

Total contact scheduled hours 72 hours

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.

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.

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.

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

MO1 Develop range of strategies and factors that are significant to establish and sustain successful participative communication between parents and professionals and across these groups

MO2 Explore and evaluate a range of case studies that illustrate successful exploitation of parents' knowledge of their children

MO3 Understand the implications of different theoretical models for conceptualising effective relationships between professionals and parents

MO4 Demonstrate knowledge and understanding of the significance of culture, ethnicity, class, gender, sexuality and disability in relation to parenting responsibilities

MO5 Develop a self reflexive approach to professional work with others

MO6 Take responsibility for own learning, criticise it and accommodate new principles and understandings

MO7 Identify and define complex problems confidently and flexibly and can apply appropriate knowledge and skills to their solution

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 128 hours

Placement = 100 hours

Computer-based activities = 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/modules/uttgte-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgte-30-3.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 Education Department as follows for level 3:

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.

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.

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.

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 meetings, via on-line means, during seminars and in small group tutorials.

Summative Assessment

Assessment task 1 asks participants to create a leaflet to encourage parents to share the knowledge they have of their child. Assessment task 2 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.

Assessment components:

Set Exercise (First Sit)

Description: 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

Assessment Criteria – AL3

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4, MO6

Portfolio (First Sit)

Description: 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.)

Assessment Criteria – AL3, FL3, GI3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Set Exercise (Resit)

Description: 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

Assessment Criteria – AL3

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO3, MO4, MO6

Portfolio (Resit)

Description: 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.)

Assessment Criteria – AL3, FL3, GI3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education in Professional Practice [Frenchay] BA (Hons) 2023-24