



MODULE SPECIFICATION

Part 1: Information			
Module Title	Working with Communities		
Module Code	UBGMV5-30-3	Level	Level 6
For implementation from	2018-19		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Environment & Technology	Field	Geography and Environmental Management
Department	FET Dept of Geography & Environmental Mgmt		
Contributes towards	Uniformed and Public Services {Top-Up} [Sep][PT][UCW][2yrs] BA (Hons) 2018-19 Uniformed and Public Services {Top-Up} [Sep][FT][UCW][1yr] BA (Hons) 2018-19		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Educational Aims: Working in partnership with the community is essential in the public and uniformed services. This module will examine the challenges faced by those involved in partnership working and in ensuring that the community is involved.</p> <p>Outline Syllabus: An understanding of the complex and politically charged concept of 'community'. Locate this within historical and contemporary contexts. You will learn about community development's origins and renaissance the interest in 'community' generated by politicians from across the political spectrum; the breadth of policy initiatives to regenerate, build capacity and empower communities.</p> <p>Issues may include:</p>

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Neighbourhood communities and issues connected with social cohesion / conflict between and within communities including intergenerational tensions

Multiple deprivation and the interconnections between social problems

Changes in Political and financial pressures involved in successful partnership working

The focus on localism, participatory budgeting Working with the community ; Involving people; Ensuring accurate and fair representation; Residents groups; Vigilantes; Culture / educational issues

Political, organisational, managerial and educational framework for partnership working; Background and causes of poor inter- professional and inter agency working; The dynamics of stereotyping when working across boundaries

Systems and psychodynamic models as explanatory frameworks; Theories and models of team working, networking and systems; Models for teamwork in multi professional care; Initiatives and national and international research in interagency and multi professional working, including 'health action zones'

The skills of partnership working; Issues of power and empowering

Negotiating across boundaries; Community orientated approaches; towards an integrative model of practice

Teaching and Learning Methods: 300 hours study time of which 100 hours will represent scheduled learning.

Scheduled learning will comprise lectures, seminars, demonstrations, tutorial and interactive learning.

Scheduled learning may also take a synchronous virtual form rather than face-to-face, through the use of email discussion groups, virtual learning environments (VLEs) and other technology-aided means.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. Student study time will be organised each week with a series of both essential and further readings.

Contact Hours:

100 hours scheduled learning.

This module will be taught across both semesters on one day per week.

Part 3: Assessment

A range of assessment techniques will be employed to ensure that learners can meet the breadth of learning outcomes presented in this module alongside the ability to demonstrate transferable skills e.g. communication skills.

Examination: A set of questions will be designed to allow students to apply first principles of their academic study to unseen scenarios.

Critical Essay: An extended piece of writing encouraging students to engage with both the essential and the further reading to discuss partnership working within areas of deprivation in the South West of Britain This will test the ability to discuss, evaluate, analyse, summarise and criticise.

Opportunities for formative assessment exist for the assessment strategy used. Verbal feedback is given and all students will engage with personalised tutorials setting SMART targets as part of the programme design.

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First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		40 %	Critical essay (2000 words)
Examination - Component A	✓	60 %	Examination
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		40 %	Critical essay (2000 words)
Examination - Component A	✓	60 %	Examination

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will be able to:	
		Module Learning Outcomes
	MO1	Discuss the approaches to, and the levels of, community involvement that are possible. Appraise the benefits and disadvantages for the community and professionals involved respectively
	MO2	Critically evaluate the extent of problems in communities and analyse the tools used to describe and assess these
	MO3	Analyse the role and importance of power, politics and culture within organisations impacts upon organisational behaviour and partnership success
	MO4	Reflect on the respective responsibilities of social welfare agencies and social care professionals, taking into account national and international practice and research
	MO5	Critically appraise theoretical models for collaboration at individual, interprofessional, and multi-agency levels within deprived communities
	MO6	Explain and demonstrate the skills required to establish effective working relationships in neighbourhoods of multiple social need
Contact Hours	Contact Hours	
	Independent Study Hours:	
	Independent study/self-guided study	200
	Total Independent Study Hours:	200
	Scheduled Learning and Teaching Hours:	

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	Face-to-face learning	100
	Total Scheduled Learning and Teaching Hours:	100
	Hours to be allocated	300
	Allocated Hours	300
Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/ubgmv5-30-3.html</p>	