Module Specification

Learning from Community Partnerships

Version: 2023-24, v2.0, 19 Apr 2023

Contents

Part 1: Information

Module title: Learning from Community Partnerships

Module code: UTTGTF-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 content of the module will be negotiated with the participants, it will draw upon the following:

Identification of current social, cultural and ecological challenges – locally, regionally and globally

Explore the work of non-governmental and community organisations

Case studies of successful learning partnerships that support achievement and attainment of pupils in schools for example the Supplementary School network

Exploring the principles that underpin effective learning partnerships

Identify range of barriers to building effective partnerships

Studying examples of financial expenditures for small scale learning partnerships

Mapping community organisations and partnerships

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, 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: 32.5 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, 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. 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.

Placement learning: This is important aspect within this programme and included on average 100 hours per 30 credit modules 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 Identify and understand the range of social, cultural and ecological challenges to which community networks of learning are responsive

MO2 Critically explore a range of case studies drawn from the locality that illustrate different ways of engaging learners and educationalists in communities of learning

MO3 Develop skills in assessing the budgetary requirements for small scale learning partnerships

MO4 Recognise and evaluate the contributions of learning partnerships that engage and draw upon community initiatives

MO5 Locate and use effectively a good range of learning resources, including ICT, across local and regional context

MO6 Will be able to 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

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uttgtf-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.

C: Contextual Domain
The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study.

D: Research Domain

The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.

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.

Assessment components:

Presentation (First Sit)

Description: An 8 minute presentation outlining a proposal to evaluate the work of a learning partnership responsive to a social, cultural or ecological challenge (including questions and answers where appropriate)

Assessment Criteria: AL3 CL3

Weighting: 25 %

Final assessment: No

Group work: No

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

Report (First Sit)

Description: An evaluative report into the work of a learning partnership responsive to a social, cultural or ecological challenge. (3,750 words or equivalent)

Assessment Criteria: AL3 DL3 FL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Presentation (Resit)

Description: An 8 minute presentation outlining a proposal to evaluate the work of a learning partnership responsive to a social, cultural or ecological challenge (including

questions and answers where appropriate)

Assessment Criteria: AL3 CL3

Weighting: 25 %

Final assessment: No

Group work: No

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

Report (Resit)

Description: An evaluative report into the work of a learning partnership responsive to a social, cultural or ecological challenge. (3,750 words or equivalent)

Assessment Criteria: AL3 DL3 FL3

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

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