University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Learning from Community Partnerships					
Module Code	UTTGTF-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	None		Module Entry requirements	n/a		
Valid From	September 2013		Valid to	September 2019		

CAP Approval Date	30 May 2013

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of the module participants will: 1. Identify and understand the range of social, cultural and ecological challenges to which community networks of learning are responsive (Comp A/B) 2. Critically explore a range of case studies drawn from the locality that illustrate different ways of engaging learners and educationalists in communities of learning (Comp A/B) 3. Develop skills in assessing the budgetary requirements for small scale learning partnerships (Comp B) 4. Recognise and evaluate the contributions of learning partnerships that engage and draw upon community initiatives (Comp A/B) 5. Locate and use effectively a good range of learning resources, including ICT, across local and regional context; (Component A) **6.** Will be able to identify and define complex problems confidently and flexibly and can apply appropriate knowledge and skills to their solution. (Component A)
Syllabus Outline	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
Contact Hours	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 & individual tasks, including online engagement): 13.5 hours Work – related learning activities 36 hours Total contact scheduled hours 72 hours
Teaching and Learning Methods	**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 module s participants are expected to be in the workplace throughout their study.
Key Information Sets Information	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 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.
Indicative Reading List	Active Partners(2000) Benchmarking Community Participation in Regeneration Leeds Yorkshire Forward
	Burns D & Taylor M (2000) Auditing Community Participation—an assessment handbook Bristol: Policy Press
	Busher, H (2006) Understanding educational leadership : people, power and culture Buckingham: Open University Press CANTLE T (2005) Community Cohesion: a new framework for race and Diversity Basingstoke: Palgrave
	Commission On Integration And Cohesion (2007) Our Shared Futures CLG Dresser M & Fleming P (2008) Bristol Ethnic Minorities and the City 1000-2001 Etzioni A. (1995) The Spirit of Community: rights, responsibilities and the communitarian agenda London: Fontana Press
	Gelsthorpe T & West-Burnham J (2003) eds Educational leadership and the community strategies for school improvement through community engagement London: Pearson
	Gillborn D (2008) Conspiracy or Coincidence Race and Education, London: Routledge Lander & Wood P Intercultural City: Planning For Diversity Advantage EARTHSCAN Mcnulty, D (2003) Working with Asian heritage communities National Institute of Adult Continuing Education
	Skutnabb-Kangas T (1981) Bilingualism or not? Clevedon: Multilingual Matters Sterling S. (2001) Sustainable Education: revisioning learning and change Green Books on behalf of The Schumacher Society

Part 3: 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 the Education Department are 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.

Identify final assessment component and element	**Component B**	

	A:	**B:**
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting**
A 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	100%

Component B **Description of each element**	**Element weighting**
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	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting**
A 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	100%

Component B **Description of each element**	**Element weighting**
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	100%

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.