



Module Specification

Developing Practice with Disabled Children, Children with Complex Needs and their Families

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Part 1: Information

Module title: Developing Practice with Disabled Children, Children with Complex Needs and their Families

Module code: UZVK86-15-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Health, Community and Policy Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Module Entry requirements: Registered Health and Social Care Professional

Educational aims: The aim of this project module is to understand the policy/legislative context, contemporary theories and research, and, to consider how

these can be applied to develop practice for the safety and wellbeing of disabled children, children with complex needs and their families.

Outline syllabus: Students will build on their experience drawing on leadership and enterprise approaches towards

- a the promotion of the voice of disabled children and children with complex needs
- b service improvement
- c community change.

Part 3: Teaching and learning methods

Teaching and learning methods: The module will have an action learning approach with students choosing and researching the focus of their practice development from the outset. This will be in both individual and group work. For higher level learning and leadership skills, group work roles will be specified around task management, analytical critique, group relations and communication and action planning.

Teaching will also be through topic lectures and seminars around set reading.

Students will be provided with indicative reading, regular set reading and have access to resources to develop library research skills.

Students will be encouraged to develop their professional networks towards including engagement with community development (e.g. disability arts, activism)

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

MO1 Understand the current social policy context and underpinning legal frameworks for the promotion of the safety and wellbeing for disabled children and children with complex health and their families

MO2 Critically analyse contemporary social and psychosocial theories of childhood, youth, family, disability including diversity and intersectionality

MO3 Reflect on factors identified in current research and learning from Serious Case Reviews in relation wellbeing and safeguarding disabled children and children with complex needs

MO4 Consider methods to facilitate the voice and wishes of the disabled or child with complex needs, partnership working with families and multi agency processes of assessment, planning and review

MO5 To develop knowledge and understanding of leadership, co-production and enterprise approaches for action planning around service improvement and community change

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 150

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uzvk86-15-m.html) via the following link <https://uwe.rl.talis.com/modules/uzvk86-15-m.html>

Part 4: Assessment

Assessment strategy: Summative assessment will be a 2,500 word Service Improvement Plan based on the student's work related experiences demonstrating application of key theories and research for action planning.

Formative feedback opportunities are provided throughout the teaching element in the form of small and large group exercises to develop understanding, knowledge and critical evaluation skills within a supportive context.

Teaching staff will provide ongoing feedback on the students' demonstration of learning at M level.

In line with university regulations, opportunities will be provided for students to submit assessment plans or 10% drafts of their assignments for feedback.

Assessment tasks:**Written Assignment (First Sit)**

Description: Service improvement plan (2500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Written Assignment (Resit)

Description: Service improvement plan (2500 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Part 5: Contributes towards

This module contributes towards the following programmes of study: