




## MODULE SPECIFICATION

Part 1: Information			
Module Title	Developing Practice with Disabled Children, Children with Complex Needs and their Families		
Module Code	UZVK86-15-M	Level	M
For implementation from	January 2019		
UWE Credit Rating	15 Credits	ECTS Credit Rating	7.5
Faculty	Health and Applied Sciences	Field	Health Community and Policy Studies
Department	Health and Social Sciences		
Contributes towards	Professional Development Awards		
Module type:	Project		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	Registered Health and Social Care Professional		

Part 2: Description
<p>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.</p> <p>Students will build on their experience drawing on leadership and enterprise approaches towards</p> <ul style="list-style-type: none"> <li>a) the promotion of the voice of disabled children and children with complex needs</li> <li>b) service improvement</li> <li>c) community change.</li> </ul>
Part 3: Assessment
<p>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.</p> <p>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.</p> <p>Teaching staff will provide ongoing feedback on the students' demonstration of learning at M level.</p> <p>In line with university regulations, opportunities will be provided for students to submit assessment plans or 10% drafts of their assignments for feedback.</p>

Identify final timetabled piece of assessment (component and element)	Component A		
% weighting between components A and B (Standard modules only)		A: 100	B:
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Service Improvement Plan (2500 words)		100	
Component B (controlled Conditions) Description of each element		Element weighting (as % of component)	
Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Service Improvement Plan (2500 words)		100	
Component B Description of each element		Element weighting (as % of component)	
Part 4: Teaching and Learning Methods			
Teaching and Learning	<p>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 &amp; communication and action planning.</p> <p>Teaching will also be through topic lectures and seminars around set reading.</p> <p>Students will be provided with indicative reading, regular set reading and have access to resources to develop library research skills.</p> <p>Students will be encouraged to develop their professional networks towards including engagement with community development (e.g. disability arts, activism)</p> <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"><li>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</li><li>Critically analyse contemporary social and psychosocial theories of childhood, youth, family, disability including diversity and intersectionality</li><li>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</li></ul>		
Learning Outcomes			

	<ul style="list-style-type: none"><li>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</li><li>To develop knowledge and understanding of leadership, co-production and enterprise approaches for action planning around service improvement and community change</li></ul> <p>All learning outcomes are assessed in Component A</p>																																				
Key Information Sets Information (KIS)	<table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></td><td>15</td></tr><tr><td>Hours to be allocated</td><td>Scheduled learning and teaching study hours</td><td>Independent study hours</td><td>Placement study hours</td><td>Allocated Hours</td></tr><tr><td>150</td><td>36</td><td>114</td><td>0</td><td>150</td></tr><tr><td colspan="5"></td></tr></table>	Key Information Set - Module data					Number of credits for this module									15	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	36	114	0	150											
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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam</p> <p><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test</p> <p><b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p>																																				
Total Assessment	<table><tr><td colspan="4">Total assessment of the module:</td></tr><tr><td colspan="4"></td></tr><tr><td colspan="4">Written exam assessment percentage</td></tr><tr><td colspan="4">0%</td></tr><tr><td colspan="4">Coursework assessment percentage</td></tr><tr><td colspan="4">100%</td></tr><tr><td colspan="4">Practical exam assessment percentage</td></tr><tr><td colspan="4">0%</td></tr><tr><td colspan="4">100%</td></tr></table>	Total assessment of the module:								Written exam assessment percentage				0%				Coursework assessment percentage				100%				Practical exam assessment percentage				0%				100%			
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Reading List	<a href="https://uwe.rl.talis.com/lists/0225D7EA-4AB2-77DD-B115-DE2E8A24658A.html?edit">https://uwe.rl.talis.com/lists/0225D7EA-4AB2-77DD-B115-DE2E8A24658A.html?edit</a>																																				

## FOR OFFICE USE ONLY

First ASQC Approval Date	16 Jan 2018			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>		Version	1	<a href="#">RIA 12840</a>