1. **Title of the module**

WKBL8140 (WL814) - Inter-professional Working

1. **School or partner institution which will be responsible for management of the module**

Centre for Professional Practice

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

PG Certificate / PG Diploma / MA/MSc in Professional Practice (General and Teaching and Learning Pathways)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Critically appraise differing models, concepts and frameworks related to leadership and team working; specifically styles and approaches impacting on multi-disciplinary working.

8.2 Demonstrate a clear understanding of the context, characteristics and culture of inter-professional and collaborative working and interaction, both within and across organisations and critically reflect upon this, through evidence led inquiry and reflexive practice, to enhance professional practice.

8.3 Develop higher level skills related to reflective and reflexive practice design in multi-agency and collaborative working.

8.4 Demonstrate an in-depth appreciation of the reasons for and the possible solutions to conflicts in the workplace impacting on inter-professional working and collaborative partnerships.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate the capacity for autonomous learning through evaluation and enquiry, supporting the practitioner in making a genuine contribution to professional knowledge in their subject field.

9.2 Critically reflect on the dynamics that help or hinder collaborative working in a multi-disciplinary context.

9.3 Demonstrate clear detailed reporting and accounting skills in direct relation to the implementation of outcomes of an applied development or project.

9.4 Demonstrate skilled utilisation of action learning sets in order to solve problems and identify solutions.

9.5 Demonstrate effective use of work based learning to establish a future personal plan, within the context of professional development.

9.6 Demonstrate the use of project management skills to inform and enhance learning approaches in the workplace.

1. **A synopsis of the curriculum**

This module raised awareness about collaborative working as an increasingly important part of workplace culture. You focus on collaborative working through a journey of examination, discussion and reflection on emerging collaborative practices. The role of research in, and its impact on, interdisciplinary and collaborative working is also explored. The overall theme of the module stresses the importance of building on experiential learning when working together with others, while developing critical perspectives on project management and leadership in an inter-professional context.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Beyerlein, A. (2002) Beyond Teams: Building the Collaborative Organisation. London: John Wiley and Sons Ltd.

Hornby, S.; Atkins, J. (2000) Collaborative Care- Inter-professional, Inter-disciplinary and Inter-Agency Working. 2nd Edition. Oxford: Blackwell.

Lank, E. (2005) Collaborative Advantage: How organisations win by working together. Basingstoke: Palgrave MacMillan.

Jasper, M. (2004) Beginning reflective practice. London: Nelson Thorne pubs.

Boud, D.; Keogh, R.; Walker, D. (1994) Reflection: Turning Experience into Learning. London: Kogan Page.

Johns, C. (2002) Guided reflection: Advancing practice. Oxford:Blackwell.

Walsh, L.; P, Kahn. (2009) Collaborative Working in Higher Education. London: Routledge Education.

1. **Learning and teaching methods**

Total contact hours: 19

Private study hours: 131

Total study hours: 150

1. **Assessment methods**
	1. Main assessment methods

Written Assignment 4000 words 100%

13.2 Reassessment methods

Like for like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Guided study package | **X** | **X** | **X** |  | **X** |  | **X** |  |  |  |
| Lectures and seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Tutorials |  |  |  |  |  | **X** | **X** | **X** | **X** | **X** |
| Self-Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Written Assingment | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Medway

1. **Internationalisation**

The module draws on the tutor expertise covering both transdisciplinary and international context and backgrounds. The module is supported by CPP which is located within Social Science and therefore will be able to draw on the expertise of an international Faculty, should that be required. The methods and techniques that are being delivered reflect developments in an evidence-based subject area drawn from international sources. Grasping the subject specific learning outcomes will furnish students with the ability to operate and apply the principles of research skills within a professional and workplace setting and, should it be necessary to do so, in a broader worldwide setting.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018