Note: This sheet does not form part of the specification and will not be published. The information on this sheet provides contextual and supporting information for the approval process and should provide answers to questions that commonly arise in the consideration of new and revised modules. Please type directly into the form, boxes will expand as needed.

NB – specifications with errors in formatting, typos and/or on incorrect or incomplete templates will not be considered for approval until corrected.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
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</thead>
</table>
| 1. New Module (if yes, complete numbers 3-8, 10-14)  
Title: Collaborative Multi-professional Working | ☒ | ☐ |
| 2. Revised Module (if yes, complete numbers 3-14)  
Title and code: | ☐ | ☐ |
| 3. State which stage(s) this module will be applicable to (information required by SITS): | NA PG |
| 4. Is this module (or any consequently withdrawn modules) compulsory in any programmes:  
(i) in the School which owns the module? | ☒ | ☐ |
| 5. Does the introduction/revision of this module, or the withdrawal of other modules, potentially require changes to those programmes? | ☒ | ☐ |
| 6. If so, are those potential changes the result of:  
(i) Changes to the Learning Outcomes of this module? | ☐ | ☒ |
| 7. If the answer to any of questions 4 to 6 is Yes - confirm that all the owners of the programmes listed in section 7 of the specification have been informed. | ☐ | ☒ |
| 8. Will any modules be withdrawn as a result of the introduction of this module/changes to the module?  
If yes, please provide the module code and title and information required (see the Annex B of the Code of Practice http://www.kent.ac.uk/teaching/qa/codes/taught/annexb.html) | ☒ | ☐ |
| 9. Please indicate which sections of the specification have been revised. NB the approval panel will look at the whole specification and may comment on sections that have not been revised in this submission. | ☐ | ☒ |
| 10. Are there any implications for learning resources, including staff, library, IT and space? If yes, please confirm the School has considered and planned for the allocation of the resources required. | ☐ | ☒ |
| 11. Term and year the revised version/new module will start: | Spring 2016 |
| 12. Date this version of the module specification was approved by the School LTC or GSC (and Board of Studies if appropriate):29th July 2015 (since updated to new Mod Spec template) |
| 13. Rationale: please provide any contextual information that will assist members of the approval panel who may not familiar with the discipline and custom and practice in your School: The rationale has been uploaded onto the Programme Approval site for the new proposed validated PG Cert in Strategic Leadership and Multi-professional Education in Healthcare. |

Validated programme located in the SSES - PG Certificate in Strategic Leadership and Medical Education http://www.kent.ac.uk/teaching/qa/collaborative/validation/profiles/hekss_gp.html
14. Please provide any additional information that may assist the approval panel, for example the rationale for assessment or an explanation of the learning and teaching methods if these vary from a commonly seen pattern: This is part of a validated programme. EG approval and rationale has been uploaded onto the Programme Approval site.
1. **Title of the module**
   Collaborative Multi-professional Working

2. **School or partner institution which will be responsible for management of the module**
   Health Education Kent Surrey and Sussex

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

4. **The number of credits and the ECTS value which the module represents**
   20 Credits (10 ECTS)

5. **Which term(s) the module is to be taught in (or other teaching pattern)**
   Autumn or Spring or Summer

6. **Prerequisite and co-requisite modules**
   None

7. **The programmes of study to which the module contributes**
   PG Cert in Strategic Leadership and Multi-professional Education in Healthcare

8. **The intended subject specific learning outcomes. On successfully completing the module students will be able to:**
   8.1. Critically reflect on different leadership styles and approaches and their impact on collaborative and multidisciplinary working.
   8.2. Critically reflect on the competences and capabilities across professions needed to deliver quality patient care.
   8.3. Demonstrate analytical understanding and application of the processes underpinning collaborative working within the professional environment.
   8.4. Critically reflect on impact of education and training in the context of team based learning.

9. **The intended generic learning outcomes. On successfully completing the module students will be able to:**
   9.1. Ability to plan and manage learning and demonstrate the capacity for autonomous learning through the acquisition of skills of evaluation and enquiry that support the practitioner in making a genuine contribution to professional knowledge in their subject.
   9.2. Critically reflect on the dynamics that help or hinder collaborative working in a multi-disciplinary context.
   9.3. Communicate with clarity in both the academic and professional setting across a range of audiences, using a variety of approaches.
   9.4. Show ability to effectively manage and present complex information using a comprehensive range of learning resources, to demonstrate competence in the use of a range of information technologies.
   9.5. Demonstrate the use of project management skills to inform and enhance learning approaches in the workplace.

10. **A synopsis of the curriculum**
    This module raises awareness of policy, theory, concepts and practice which underpin multi-disciplinary and collaborative working through the critical examination of literature and practice.

    The module explores the role and impact of research in and on multi-disciplinary and collaborative working. The overall module theme stresses the importance of building on experiential learning when
working together with others from different disciplines whilst developing critical perspectives on project management and leadership.

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

**Indicative Reading List:**


11. **Learning and Teaching methods:**

The module will be delivered by blended learning methods. All students will be situated in the workplace and attending part-time. Teaching methods are designed to support suitable modes of learning with emphasis on the application of theory to professional practice. To facilitate this, active participation from the students will be encouraged throughout the module. Methods employed to develop knowledge and understanding during the taught sessions will include: tutor facilitated learning sets including discussion, case studies and audit activity. This will be followed by experiential, work related activity and application.
The total number of hours of study required will be 200 hours. The module will be delivered by blended learning methods including: a guided study package (approximately 20 hours), day or half-day lectures and workshops (approximately 25 hours), private study (approximately 50 hours), work-based learning (approximately 55 hours), plus time spend on the assessment (approximately 50 hours).

12. **Assessment methods:**
The assessment is 100% course work. The assessment comprises of a portfolio of 3000 words (-/+/10%) or equivalent on the development of practice, which is congruent with the evidence provided to meet the module learning outcomes.

The portfolio aims to provide a vehicle for structured and systematic reflection on the relationship between professional practice and theory; to demonstrate competence and advanced level critical thinking in the light of the subject material relating to workplace supervision and the learning encountered on the course. The portfolio content may include a combination of short answer written reflections to address learning outcomes, written reflection on peer observation, reflection on audit activity, as well as other specific material suitable to evidence and support the student’s achievement of the module learning outcomes and application to become a supervisor in HEKSS.

The adoption of a portfolio assessment methodology supports both the specific and generic intended learning outcomes reflecting the personalised and individual experiences of the educator. As such the content will be negotiated with support of the module tutor but will typically include:

- Reflection on an 8 point Audit – within the practice.
- Reflection on the effectiveness and impact of collaborative working and impact on Patient care.
- Reflection on multi-professional teaching and learning.

This assessment also supports the process of trainer approval / re-approval in Health Education Kent Surrey and Sussex (HEKSS) formerly (KSSGP Deanery by completion of the relevant sections of the trainer approval documentation and portfolio.)
13. **Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section12) and methods of Assessment (section 13):**

<table>
<thead>
<tr>
<th>Module learning outcome</th>
<th>8.1</th>
<th>8.2</th>
<th>8.3</th>
<th>8.4</th>
<th>9.1</th>
<th>9.2</th>
<th>9.2</th>
<th>9.3</th>
<th>9.4</th>
<th>9.5</th>
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<tbody>
<tr>
<td>Learning/teaching method</td>
<td>Hours allocated</td>
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<tr>
<td>Guided Study Package</td>
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<td>Lecturers and Seminars</td>
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<tr>
<td>Private Self-Study</td>
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14. **The School/Collaborative Partner (delete as applicable) recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s/Collaborative Partner’s (delete as applicable) disability/dyslexia student support service, and specialist support will be provided where needed.**

15. **Campus(es) or Centre(s) where module will be delivered:** Health Education Kent Surrey and Sussex

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 17 and 18. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

16. **Partner College/Validated Institution:** Health Education Kent Surrey and Sussex

17. **University School responsible for the programme:** Centre for Professional Practice
Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

<table>
<thead>
<tr>
<th>Date approved</th>
<th>Major/minor revision</th>
<th>Start date of the delivery of revised version</th>
<th>Section revised</th>
<th>Impacts PLOs (Q6&amp;7 cover sheet)</th>
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