

1. **Title of the module**
Collaborative and Multiprofessional Working (WL908)
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 (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 multi disciplinary 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.

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

Barr, H. & Low, H., (2013) *Introducing Interprofessional Education*. Fareham: CAIPE.

McKimm, J., et al. (2012) *Interprofessional Learning*. In R. Mehay, ed. *The Essential Handbook for GP Training & Education*. Radcliffe Publishing Ltd. Ch. 22.

Rushmer, R., Kelly, D., Lough, M., Wilkinson, J., Davies, H. (2004) *Introducing the Learning Practice – I. The characteristics of Learning Organizations in Primary Care*. *Journal of Evaluation in Clinical Practice*, 10 , 3, 375–386.

Wenger, E. (1999) *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press.

12. Learning and teaching methods

Total contact hours: 70
Private study hours: 130
Total study hours: 200

13. Assessment methods

13.1 Main assessment methods

Written Assignment	3000 words	100%
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13.2 Reassessment methods: Like for Like

MODULE SPECIFICATION

14. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) 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
Learning/ teaching method									
<i>Guided Study Package</i>	X	X	X	X	X	X			
<i>Lecturers and Seminars</i>	X	X	X	X	X	X	X	X	X
<i>Private Self-Study</i>	X	X	X	X	X	X	X	X	X
<i>Work-based Learning and tutorials</i>	X	X	X	X	X	X	X	X	X
Assessment method									
<i>Portfolio</i>	X	X	X	X	X	X	X	X	X

15. Inclusive module design

The Collaborative Partner 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

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

Health Education Kent Surrey and Sussex

17. 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.

If the module is part of a programme in a Partner College or Validated Institution, please complete sections 18 and 19. If the module is not part of a programme in a Partner College or Validated Institution these sections can be deleted.

18. Partner College/Validated Institution

Health Education Kent Surrey and Sussex

MODULE SPECIFICATION



19. University School responsible for the programme

Centre for Professional Practice

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.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)