Module narrative:

M09A

Engagement: Improving Attainment and Outcomes
– Skills & Knowledge

1. Short code:	M09A
2. Title:	Engagement: Improving Attainment and Outcomes – Skills & Knowledge
3. Level:	7
4. Credit points:	30
5. Start:	Autumn, Spring, Summer
6. Subject:	Special Educational Needs and Disability (work with children, parents and carers)
7. Module leader:	Brian Lamb
8. Accredited by:	Middlesex University
9. Module requisitions:	
(ak) Pre-requisite	None
(al) Programme restriction	None
(am) Level restrictions	None
(an) Other restrictions	None

10. Automatic deferral:	No
11. Aims:	- To develop participants' understanding of the history of engaging with and listening to children, parents and carers and it's relationship to outcomes and attainment. - To develop participants' understanding of the legislation and current trends in engagement with children, parents and carers. - To develop participants' understanding of the different models of partnership and their relationship to outcomes and attainment. - To develop participants' understanding of the place of power and ethics in listening to and understanding children, parents and carers. - To develop participants' understanding of a human rights approach to children's' participation.
12. Learning outcomes:	**Knowledge:** On successful completion of this module, students will have knowledge and understanding of: 1. The different discourses and views of children, parents and carers and how these relate to listening to and engagement with children, parents and carers. 2. Approaches to listening to and understanding the views of children, parents and carers and the evidence base relating them to attainment and outcomes. 3. Ethical issues relating to listening to and understanding children, parents and carers. 4. The relevant legislation and guidance (past and present). 5. Models of partnership with parents and carers. 6. The relationship between parents and carers and education. 7. The relationship between parents and carers and professionals through consideration of partnership models. 8. The contextual factors that impact on parents views and the assumptions that can be made by others. **Skills:** On successful completion of this module, students will be able to: 9. Evaluate their own work context in relation to local and national approaches to engagement, attainment and outcomes. 10. Critically evaluate the evidence base for approaches to listening to and understanding children, parents and carers. 11. Critically evaluate the evidence base for models of partnership with parents.

	12. Review psychological theories underpinning tools to use in listening to and understanding children, parents and carers.
13. Syllabus	● Introduction to listening to and understanding children, parent and carers. ● Reflection on discourses around children, childhood and parents. ● <mark>Understanding the evidence base linking engagement to outcomes and attainment.</mark> ● <mark>Relevant legislation and history in relation to engagement wit</mark> children, parents and carers. ● Consideration of models of partnership and mediation with parents. ● Reflection on psychological theories on ways to listen to and understand children, parents and carers; for example, solution-focussed approaches, active listening, personal construct psychology, Mosaic approach.
14. Learning and teaching	Learning and teaching will be via distance education using Rea Training's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online. Campus Online is an integrated environment that: ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors. As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises. These activities include: ● Reflection on practice, structured through 'learning log' online entries.

- Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales.
- Problem-based learning scenarios.

There is access to supporting content including:

- Directed reading of selected papers, book chapters, specialist online materials.
- Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:

- Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.

- Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.

Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

Assessment is through coursework assignments covering the 11 learning outcomes and will consist of the following (numbers in brackets refer to learning outcomes assessed):

- **Critical analysis 1 (2500 words or equivalent):** How models of partnership with parents have developed over time (1-7, 10-12)

- **Critical analysis 2 (1000 words):** The student's local context in relation to guidance, legislation and recent research on listening to and engaging with children (2,4, 5,7, 9)

- **Critical analysis 3 (2500 words or equivalent):** A critique of the way in which parental views are elicited, including consideration of the notion of 'evaluation' in research. (2, 8)

Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.

15. Assessment weighting:	
Seen examination	
Unseen examination	
Coursework (no examination)	100%

16. Timetabled examination required:	No

17. Length of exam:	N/A

18. Learning materials:	**Learning materials** Essential The online module guide contains the learning materials and instructions and this is supplemented by web-based materials as the programme is delivered via distance learning. Where appropriate web-based learning materials will include: Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training material produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/ Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/ Directed use of appropriate legislation, Government guidance and reports. The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment. The resource bank area of the module website. Recommended The following websites have useful information on listening to and understanding children, parents and carers British Youth Council www.byc.org.uk Children's Rights Alliance for England www.crae.org.uk KIDS www.kids.org.uk National Council for Voluntary Youth Services www.ncvys.org.uk National Youth Agency www.nya.org.uk

National Children's Bureau www.ncb.org.uk
National Parent Partnership Network www.parentpartnership.org.uk
Participation Works Partnership www.participationworks.org.uk
Save the Children www.savethechildren.org.uk
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