



INFORMATION ABOUT THE HOST INSTITUTION

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ABOUT THE CENTRE

Name of Centre Centre for Interprofessional Interaction with Children and Youth
Is the Centre already established at the time of the application (yes/no)? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Please name any consortium partners for the Centre



[text]

ABSTRACT

The objective of the Centre is to enhance collaboration between educational programmes addressing children and youth's well-being, health and education, in order to improve services offered to children and youth. Scholars, students, practitioners and stakeholders in the field state the need of increased interaction between these professions.

In Norway, interprofessional collaboration is usually confined to health and social services. Yet a broad array of professional efforts are crucial to the everyday lives of children and youth – hence the need of widening the educational scope. The Centre responds to this by including students from teacher education, based on the important role kindergartens and schools play in the life of children and youth, thereby creating innovative, interprofessional practices in a Norwegian context. Drawing on recent international best practice in students as partners, a key feature of the Centre is the co-design and co-production of learning resources by students, staff and practitioners.



APPLICATION DOCUMENT

The application must be written in English and follow the requirements set in this template. It must not contain more than 10 pages in Times New Roman, 12-point types, with lines spaced 1.5 and margins of 2 cm. Within this format, the applicant must provide:

a) Documentation of educational quality in existing provision

The applicant must comment and critically reflect on themes and questions set out in the criteria, and compare their existing provision with similar provision within the same subject/discipline area, both nationally and internationally. Through this, the applicant must document that the academic community qualifies as a Centre for Excellence in Education.

b) A centre plan

The applicant must comment and critically reflect on themes and questions set out in the criteria. The Centre Plan must outline the vision of the Centre, its strategy and plans. It must present the plans for the dissemination of knowledge and practices to its own institution(s) and to other educational communities as well as an evaluation and impact framework.

Appendices

The following appendices must be included (and no other):

1. A list of references
2. A budget for the Centre for the first five-year period, including motivation for costs (see guidelines at www.nokut.no/SFU/utlysninger)
3. An action plan for the Centre, including milestones (no more than three pages)
4. CVs of the proposed Centre Leader and two to five key members of the Centre team (each CV must not exceed two pages)

All appendices must be in English.

Practical information

The rector of the host institution must sign the application.

The deadline for submitting applications is set in the announcement of the call.

All applications will be published on the NOKUT website, alongside the expert panel's feedback

CENTRE FOR INTERPROFESSIONAL INTERACTION WITH CHILDREN AND YOUTH

1 Introduction

The objective of this Centre for Excellence in Education is to enhance collaboration between students from those professions focused on maintaining children and youth's well-being, health and education, including the perspective of children and youth as active participants in the professional work affecting them¹. The key instrument to achieve this objective is to build innovative, interdisciplinary arenas of cooperation, based on student as partners², both within educational programmes and through practice placement periods.

Establishing a Centre for excellence with this objective, provides added value to the existing high quality education that is offered in these professions by HiOA today - at the same time it represents an innovative practice that other HEIs could adapt and adopt. The societal impact of the Centre will be strong through making the services offered to children and youth more sustainable and coherent.

Numerous occasions occur during childhood and youth where children/youth are dependent on cooperation with and between welfare state professionals in order to optimize their conditions for daily life, wellbeing and learning, as well as health and social care³. Without adequate interprofessional collaboration, children's social participation and continuity in everyday life may be jeopardised. At HiOA the Centre will target students from child welfare, early childhood education, health professions, social work, and teacher education.

Many reports and political documents⁴ state that it is necessary to increase the level of interaction between professions, in order to deliver successful early services in education and social and health care to meet the needs of all children and youth as they grow up. Scaffolding children and youth at risk, and children and youth with special needs, is likewise an important task. Within health and social services, interprofessional collaboration has been an issue for some time, both nationally and internationally. However, collaboration with staff at kindergartens and schools, is remarkably rare. Two notable exceptions are at Kingston University, London, UK, where the Institute for Child Centred Interprofessional Practice promotes interprofessional education (IPE) for teachers, social workers and health care personnel⁵, and at University of British Columbia, Canada, where they hold innovative workshops to enhance interprofessional collaboration between students from nursing, education and social work⁶.

Even if the need for jointly organized and interprofessional practices (IPP), are widely recognized in political documents in Norway, research regularly documents severe shortcomings

in this area⁷. Research also documents that children's participation in a range of professional practices is mostly lacking, even if children and youth in Norway have legal rights to have a say in matters of their concern⁸. These are interconnected challenges, and research points to the fact that children, when asked, often emphasize what they perceive as a lack of interest among professionals for life domains existing outside that of an intraprofessional knowledge base⁹.

This calls for new thinking, new research and new practices in the educational trajectories of the student groups in question, through interdisciplinary approaches that enable students to interact, during their years in higher education and eventually in their future jobs.

2 Documented Educational Quality in Existing Provision

HiOA is the third largest higher education institution in Norway, with 19 769 students and a large portfolio of study programmes covering all three cycles. The majority of the first cycle programmes prepare a significant number of students for many different professions in which they will meet children and youth, and where they will need the skills and competences that the activities of the centre aim to enhance.

In reply to the questions in the call, we choose to document quality within the relevant programmes through student evaluations and surveys measuring student satisfaction; supported by evaluations from lecturers, an employer survey, and our quality assurance system (QAS)¹⁰, recently reviewed and accredited by NOKUT. QAS builds on HiOA's surveys *First-year students*, *Final-year students*, *Graduate survey* and *Employer survey*,¹¹ as well as on the national student survey *Studiebarometeret*¹², course evaluations and *Database for statistics on higher education*¹³.

Results from *Studiebarometeret* show that many of the relevant study programmes at HiOA match or are above the national average when compared to similar study programmes offered by other HEIs in Norway in the following categories: *Coherence between courses*, *achievement of learning outcomes*, *engaging*, *experience with R&D activities*, *work relevance and follow up on students' feedback*. International comparisons are more difficult to make as several of the relevant study programmes are educations particular to Norway, with national curricula that are dissimilar to international programmes in such a way that additional studies are required before students educated abroad can practice their professions in Norway, or the study programmes abroad are not conducted on a tertiary level.

Input factors

HiOA's *academic competence*, is solid with 1300 academic staff with 500 man-years, including 600 staff holding a PhD, 70 research groups and several hundred research projects.¹⁴ There are a

number of scholar-led research projects and groups, and publications disseminated that focus on themes relating to children and youth¹⁵. Much of this work has been carried out at HiOA's two research centres: the Centre for the Study of Professions (SPS)¹⁶ and Centre for Welfare and Labour Research (SVA),¹⁷ comprising four research institutes: NOVA – Norwegian Social Research¹⁸, AFI – Work Research Institute¹⁹, NIBR – Norwegian Institute for Urban and Regional Research²⁰, and SIFO – Consumption Research Norway²¹.

The *educational competence* of academic staff is ensured in accordance with the national guidelines²² through the UHPED course (15 ECTS) mandatory for all teaching staff. Other relevant educational competencies are those in digital teaching and learning, and in student engaged teaching and learning. The University College leadership has launched the digitilisation project, comprising 'the Learning Lab', a centre for learning and teaching through the use of ICT²³. Furthermore, the Programme for Excellency in Qualifying for Professions (FPK), SPS has created a portal²⁴ that promotes available teaching and learning tools, methods and resources at HiOA, such as LATINA/lab²⁵ and MOOCA-huset²⁶.

Managerial competence in terms of ensuring quality in education is also a part of QAS. The management closest to the academic staff is the head of studies appointed to each study programme, and is responsible for programme evaluations, for allocation of resources and for the academic staff, including their continued professional development.

The Centre builds on activities and goals proposed by the Quality in Education report (2014-2015),²⁷ in line with the HiOA's Strategy 2020²⁸, and on a variety of parallel initiatives. One example is the *Barn oss i mellom*²⁹ (Children among us) project, initiated and run by HiOA students across professional educations. The project aims to increase students' competencies on how to cooperate across professions for the benefit of the child. The project hosted its first conference in April 2016.³⁰

The centre also builds on research and educational projects³¹ initiated by the academic communities at HiOA, in particular on the work of the interdisciplinary research group *The Lives of Children and Professional Practice*³², awarded a grant by HiOA in 2013. The network *Children and Youth across Professional Boundaries* is also included in this group and has been hosting an annual conference since 2010, inviting colleagues from all professions to discuss and share best practices³³. The Centre also builds on the pilot project *A Team around the Teacher*, exploring various means for collaboration between teachers, public health nurses and social workers, carried out in 2014 and 2015. Additionally, courses on children and youth are held as part of study programmes across the three cycles.

The *application has been developed* in close cooperation with stakeholders (kindergartens, schools, youth organisations, hospitals, students from HiOA, pupils' representatives³⁴, the municipality of Bærum and the district of Grorud) and is strongly supported by the HiOA leadership and Faculties. Planned activities and use of resources have been approved by all levels of management. The HiOA leadership has guaranteed institutional input to match the funding requested under the call.

Process factors

The most explicit examples of *links between research and education* are found in the second cycle. But there are also significant links in the first cycle where all programme designs include a bachelor degree thesis, giving the students a direct chance of engaging in R&D activities under the supervision of academic staff who may include the student in their own projects. Third year Social Education students can choose their specialisation by applying to one of nine academic projects led by lecturers or to one of several projects suggested by HiOA's external partners.

Ungdataverkstedet, a recently piloted course where master students are taught through workshops and write their thesis using data collected each year, is offered by NOVA³⁵.

A general insight into the links with research is given in *the Final-year student*, with 64% of Early Childhood Education and Care students reporting that they have participated in projects together with academic staff at HiOA. 97% of Child Welfare students, report that their teachers have presented their own research work while teaching.

The *practice field* is also important to us emphasising the close cooperation and exchange of new knowledge and new practice between education, research and the practice field³⁶. One way of ensuring interaction with the practice field is by using secondments. Practitioners have been appointed for such positions, answering needs expressed in the programme evaluations. Students state that hearing professionals discuss cases from different viewpoints leads to particularly valuable learning, and guest lecturers from the practice field teach in many of our courses on themes, including how to cooperate with interpreters in the city region of Grorud. Conferences and seminars are held encouraging public debate and informed dialogue with stakeholders, among these, a seminar arranged by The Ombudsman for Children in Norway and HiOA for future professionals working with children and youth.³⁷

In *Studiebarometeret*, students report that a wide variety of *student engaging learning and teaching methods* are used across the programmes; with project work, case based learning as well as digital teaching and learning methods, being reported to contribute mostly to the student's learning. Other methods include the use of *Barnevernsproffene*³⁸, i.e. youth with own experiences

with the Child Welfare services, taking part in role play, films and communication skills training, to promote relevant learning outcomes. The use of flipped classrooms and pod casts are highly rated by students. Digital stories are used s e.g. as a method for reflection during workshops following training periods. Internationalisation activities are promoted to enhance the competencies needed by students upon entering their professions, not least in terms of crosscultural understanding.

In course evaluations students are asked how satisfied they are with the *assessment including both coursework requirements and examinations*. 87% of the Early Childhood Education students report that they are very satisfied or highly satisfied with the methods in which they were assessed and monitored. 83% state that they experienced co-relations between teaching and learning, assessment and monitoring. These findings are supported by evaluations within other programmes.

Upon accrediting QAS, NOKUTs committee commented “The committee can see.....that HiOA sets great store by the *feedback from students* in their systematic quality assurance work. The committee is of the opinion that HiOA accentuate student participation as an important part of the quality culture of the institution”³⁹ and “Students’ feedback is used actively both through the evaluation of courses and through analysis of the surveys and of the results from the Study Barometer”.⁴⁰ These comments are supported by the results in the *Final-year student*. As many as 96 % of the nursing students (Kjeller) agreed to the statement: “By evaluating courses, students contribute to the enhancement of the quality of the study programme”. An example of how *students influence the programme design* is seen in nursing where a founder camp was moved from the first to the last year after students and staff reported that it came too early.

Outcome factors

In addition to student evaluations on *achieved learning outcomes*, almost the entire cohort of Social Work students state that they are highly satisfied with their learning outcome achievements. Nursing students report a high degree of achievements of the learning outcomes through a very varied use of learning and teaching methods, thereby also documenting that there is a consistency between the described and achieved learning outcomes.

The bachelor programmes include one or more periods of supervised professional training during which the student *prepares for the labour market*. These periods include interaction between the student, the supervisor and HiOA. The Teacher Education programme holds seminars to reflect upon this tripartite cooperation, evaluations are over all good. The majority of the Child Welfare students, 87%, are satisfied or very satisfied with their supervised professional training

period. They are particularly satisfied with the quality of their supervisors and with the cooperation between the HiOA and the practice place. 96 % of the nursing students rate their training period as highly relevant or relevant for their future work.

The *Graduate survey* and the *Employer survey* are used to measure the *relevance of the study programmes* showing that nine out of ten graduates have landed a relevant job, 63% of them already before graduating. *All* teachers have landed a relevant job within 6 months of graduation whereas 99 % of the nurses and 85% within social work and child welfare have done the same⁴¹. However, teachers and some health professionals do not feel well prepared for the jobs for which they were educated. The teachers report that they were not adequately prepared for the communication with parents, and early childhood education teachers report that they would have liked to know more about how to take care of children with special needs and how to cooperate with the child welfare services.

The Employer survey supports this as 36% of rector participants in the survey, report that they are not satisfied with the competencies the teachers have in communicating with parents. The same applies for employers of child welfare officers where the employers are very satisfied with the employees' knowledge on children's development and conditions for development, but not with cooperation with other offices and professions. This is what is to be addressed by the activities of the Centre. The majority of the student population at HiOA still attends Bachelor degree programmes (88% in 2014-2015) qualifying them for work as professionals.⁴² Even so, both teacher and health professional graduates believe they will *continue their education*, but mainly through *further education programmes*. However, 14% of the graduates had already proceeded to further studies, 72% on the *second cycle*.

3 Centre plan

The main innovative contributions of the Centre will be *to develop excellent learning/ teaching activities* that facilitates a 1) joint theoretical background and 2) communication skills to support the participation of children/youth, and 3) interprofessional collaboration within the fields of education, health care and child welfare. The teaching and learning activities proposed in the centre plan are in accordance with student evaluations of pilot projects that will be further developed and made accessible for all of the Centre's targeted student groups. Students will be engaged in co-construction of cases together with staff and practitioners, and students will also co-produce learning-resources like digital video-cases meant for both workshops and the Centre Website.

The Centre's work will be organised into 9 work packages (WPs). Even though the innovative work divided into WPs will be closely interwoven, structuring the Centre's activities into work packages will be beneficial with a view to evaluation and further educational developments.

WP 0: Coordination and administration

The overall coordination and management of the Centre of budget and action plan.

WP 1: Joint knowledge platform: Childhood and youth in a diversified society

Through joint seminars, the Centre will provide bachelor students with an extended, theoretical and research-based platform concerning childhood, children and youth living their everyday lives and growing up in a late modernity welfare state.

Learning outcome: The students will share a) *a general understanding* of childhood, children and youth, and of the processes of growing up in a socially, culturally and economically diversified society, b) *ways of exploring* girls' and boys' everyday life situation and subjective understanding of this, and c) *an initial understanding of interprofessional work*.

WP 2: Communication with children, youth and their families

Inter-/professional R&D-based seminars and group work taking place throughout the bachelor programmes will provide the students with regular opportunities to work on communication and interaction with children/youth and their families.

Learning outcome: The students are *oriented towards and are capable of communicating with children and youth* in ways that explore the child's everyday life situation, safeguard the child's meaning making processes, secure the child's participation in his or her 'case', and investigate the child's need for inter-/professional support in collaboration with the child or youth and her or his family.

WP 3: Interprofessional learning

Interprofessional bachelor seminars will focus specifically on R&D-based interprofessional work, both theoretically and through practical work in interprofessional groups with digital cases and cases in 'real life' practice.

Learning outcome: The students are able to establish a joint general platform as a springboard for their specific and interprofessional competencies in active cooperation with the child/young person.

WP 4: Arenas and methods for learning and teaching

HiOA has many innovative small-scaled teaching and learning projects, which will form one basis for the Centre's development of extensive, interprofessional and student engaged education.

Further, the Centre will play a crucial role in creating a learning environment in line with the digitalisation project. Digital tools will be combined with face-to-face activities⁴³. The Centre will thus establish two cornerstones in its innovative work on education: one based on digital learning tools and one based on learning in practice. The learning and teaching activities aimed at satisfying the learning outcomes of WP 1, 2, and 3 include:

- A recurrent organisation of students in interprofessional learning groups throughout the bachelor degree studies.
- Adaption/up scaling and further development of methods of learning and teaching already introduced in pilot projects in intraprofessional courses or themes
- Development of a *digital resource portal across faculties* (cf activity plan)
- Development of principles of and opportunities for *interprofessional learning in practice*. A new and ground-breaking collaboration will be established with Bærum, a neighbouring municipality to Oslo; Grorud, a district in Oslo; Oslo University Hospital, and Akershus University Hospital which offers specialist health care to the inhabitants of Bærum and Grorud. Bærum and Grorud represent a wide demographic variety in terms of social class, cultural backgrounds and ethnicity. Designing a network of productive interprofessional practice situations in close cooperation with the practice partners will be one of the main innovations offered by the Centre (cf activity plan)

WP 5: Enhancement of competency for HiOA staff and involved practitioners

The research literature on IPE and IPP points to a general tendency to underestimate the efforts necessary to develop competencies and a positive culture for IPE and IPP⁴⁴. Working regularly on staff culture and competency is therefore a crucial part of the Centre's activities,^{45,46} The Centre will develop meeting places connected to W1-W4, where staff and practice supervisors can learn together and from each other. Partnership will be built between faculties and fields of practice by engaging people in face-to-face learning groups. These groups will use case-studies and practice-oriented material that can be complemented with E-learning⁴⁷. The Centre's international professors will play a central part in this WP.

Learning outcome: The staff and the practitioners share a) a joint understanding of interprofessional practice and communication with children/youth, b) necessary knowledge about conceptions, frames of knowledge and work in other professions, and c) methods for learning and teaching interprofessional work.

WP 6: Further education, Master and PhD programmes

Students in relevant further education programmes such as Public health nursing, Physiotherapy for children and youth, Child welfare from a minority perspective will be included in specific WP 4 activities as be fitting their specialisations. As experienced practitioners themselves, they will add value to group collaborations with bachelor students and to the further development of the Centre's peer learning portfolio.

Learning outcome: The students are able to establish a joint general platform as a springboard for their specific and interprofessional competencies in active cooperation with the child/young person.

At Master and PhD level, courses will be offered in English in order to enhance international collaboration in this field of teaching and learning. Students will be recruited to do interprofessionally relevant research run by research groups and centres at HiOA. Master students will also be offered the opportunity to serve as group facilitators for interprofessional bachelor groups. The Master and PhD students will play an important role in the Centre's international orientation since they will have the opportunity to spend time at network institutions abroad.

WP 7: Evaluation

The Centre will engage two PhD students to do their projects on evaluation, one quantitatively and one qualitatively based. The last one will particularly investigate the students' competencies in IPP with practitioners and children/youth.

The students' and staffs' experiences of their developed competencies in interprofessional collaboration will be investigated qualitatively connected to the course units and, for the students, also quantitatively by including relevant questions in HiOA's existing surveys: The *Final year Student*, and the *Graduate Survey*. The *Employer survey* will give valuable information as to the societal impact of the Centre activities. In addition stakeholders representing the districts of Bærum and Grorud will participate in annual evaluations of the interprofessional activities carried out in the fields of practice. Through the Centre's international network and internationally affiliated professors, prominent experts of the field will continually supervise its models of teaching and learning, thus benchmarking and also contribute to the international impact of the innovations produced. See the action plan for detailed timeline for evaluation activities.

WP 8 Dissemination

The Centre will be made visible through a carefully designed web-site, providing up-to-date information on the different activities and events, and issuing a monthly digital newsletter. Various learning resources will be published, such as digital stories produced for case based learning.

These resources will target students, staff and the practice communities linked to HiOA and to many similar HEIs .

Workshops targeting staff, students and practitioners linked to relevant HEIs, will be held every term. Participants will be invited to co-construct new knowledge based on experiences from educational activities at the Centre. Both students and staff at HiOA will participate in facilitating workshop activities, which purpose is to reflect and create understanding of how to develop successful, interprofessional collaboration, and to highlight the transferability of these activities to other HEIs. To ensure further development of the strong relationship between the Centre and stakeholders outside HEIs, these groups will also be included in workshops.

Staff at the Centre will participate actively in international networks, the objective being to publish research internationally. In addition, the Centre's International Research Network will be involved in workshops and conferences at HiOA. Conferences will be held annually, in order to share research based information on educational activities at the Centre with the academic community and to relevant stakeholders. The Centre will also cater for open lectures, aimed at stakeholders, the academic community and the general public. Such activities are an important contribution to the public discourse relevant to the field. The Centre will generally be a vanguard in IPE, IPP and user participation, which are elements called for not just when it comes to work with children/youth but with people of all ages in need of professionals' support in education, work-life, health care and social services. Thus the Centre's innovations are expected to fertilize HE outside the child related study programmes and create permanent and robust changes in student engaging and interprofessional teaching and learning.

International Relations

The International Research Network is part of the Centre in order to ensure close relations to the international field of research and educational activities. Contacts are established with relevant staff and management at Kingston University and at University of British Columbia. Scandinavia is represented by staff at Roskilde University, Denmark.

Added value

Despite the fact that there are already initiatives and institutional goals regarding interprofessional collaboration at HiOA, experiences document that the transgressive nature of these ambitions makes it challenging to transfer them to educational activities throughout the institution.

Establishing a centre with staff with allocated time to coordinate and develop these activities on a large scale, will provide HiOA with a solid platform, from which excellence in education, targeted at large programmes in professions with huge societal impact, can be developed and spread to others.



COMMENTS

The attached Action plan consists of three pages as directed by the Call, but to ensure readability, two of the pages are in the form of an A3 Gantt chart.