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<tr><td colspan="4" align="center">MA EDUCATION
ALL-WALES MODULE TEMPLATE</td></tr>
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Faculty/School/College	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham Glyndwr University		
Module Title	Collaborative and Professional Practice	**Module Code**	EDW703
Level	7	**Credits**	20
Type of Module	Core	**Method of Delivery**	Blended
Formal Contact Hours	22	**Total Notional Hours**	200
Placement Learning Hours	0	**Independent Learning Hours**	178
Delivery Location	All institutions	**Evaluation Method (for Governance)**	PTES Institutional Programme Monitoring
Cost Centre	All institutions	**HECOS Code**	*100459*

Module Outline

This module will focus on the opportunities and purposes of collaborative engagement in professional practice. The module will consider the international evidence about different forms of professional collaboration and its impact on learners. The module will reinforce the importance of creating effective learning environments where all learners feel safe and can develop to their full potential. The model will encourage students to critically reflect on their professional practice and to identify effective strategies that support well-being, safeguarding and the wider needs of their learners. The module will consider issues of inclusivity, equity and student wellbeing and how these can be maximised through collaborative forms of professional practice.

This is a core module for all students who are joining the national MA Education programme **without** a PGCE with QTS from an ITE partnership in Wales.

Is there a placement component to the module? Please provide details.	No
Will the module be delivered in collaboration with another organisation? Please provide details.	Yes All institutions
What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?	100%

Module Aims

This module aims to develop a critical understanding of the value and purpose of professionals working collaboratively to raise standards for all students. It focuses on the opportunities and purposes of collaborative engagement in professional practice and considers the international evidence about different forms of professional collaboration and the consequential impact on learners. The module aims to consolidate how issues of inclusivity, equity and student wellbeing can be maximised through collaborative forms of professional practice.

Module Intended Learning Outcomes

By the end of the module the student should be able to:

1. Recognise and defend the value of collaborating with colleagues, learners, parents and other stakeholders in order to progress the learning of all young people.

2. Exercise their contractual, pastoral, legal and professional responsibilities in order to meet the needs and maximise the potential of all learners.

3. Manage their own well-being, as well as developing their ability to contribute to the well-being and safeguarding of the learners in their care.

4. Critically analyse and evaluate their own values and beliefs concerning teaching and learning in order to develop as a reflective practitioner.

Relevant Programme Outcomes

K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.

K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level.

K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.

K4. A comprehensive, critical evaluation and synthesis of relevant literature.

K8. The ability to communicate accurately and clearly to a wide range of audiences.

S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.

S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.

S3. Evaluate own learning needs in order to set and review own professional learning objectives.

S4. Apply systematic approaches to critically evaluate their own practice in relation to the Professional Standards for Teaching and Learning (2017).

S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.

S9. Apply their knowledge, understanding and transferable skills to engage with, support and where appropriate, to influence others.

Transferable/Employability/Graduate Skills

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4. Conceptual understanding that enables the student:
    -   to evaluate critically current research and advanced scholarship in the discipline
    -   to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.
All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.

4. And holders will have the qualities and transferable skills necessary for employment requiring:
    -   the exercise of initiative and personal responsibility
    -   decision-making in complex and unpredictable situations
    -   the independent learning ability required
Throughout the module, students will be encouraged to:

a. **Form conclusions about their own practice such that they become more confident in making decisions both with, and in the absence of all of the information they need.**
b. **Be reflective such that they can take responsibility for the decisions they make.**
c. **Understand where they can turn to in order to further inform their decision-making.**

Syllabus – Indicative Content

- Establishing and evaluating forms of collaborative working and team learning aimed at supporting learning, knowledge, and professionalism.
- Engagement with, and evaluation of, improvement principles for continual school and professional development.
- Gathering evidence and using data to develop and inform professional practice to raise standards.
- The impact of interprofessional collaborative/ team and networked learning to respond to challenges and opportunities aimed at enhancing learning and teaching.
- Professional practices that address the well-being and safeguarding responsibilities for both learners and staff alike.
- Critically reflective practice skills to evaluate students' own values, beliefs, and assumptions about improving classroom practice.
- The knowledge, skills, and critical understanding to develop inclusive approaches to teaching and learning.
- Developing strategies to meet the needs of all learners and to provide effective supporting networks in a self-improving system.

Learning and Teaching Delivery Strategies/Methods

Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Lectures	Students will engage in lectures and workshops, face-to-face and online, to explore and examine the key concepts in this module.	Scheduled	16
Seminars	Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6

Self-Directed Tasks and Individual Study Time	Between scheduled sessions, students will have opportunities to engage in wider reading, undertake independent tasks to test out ideas and to build confidence in their own professional practice.	Independent	178

Essential Reading

Datnow, A. and Park, V. (2018) *Professional Collaboration with Purpose: Teacher Learning Towards Equitable and Excellent Schools*. Abingdon: Routledge.

Hargreaves, A. and O'Connor, M. T. (2018) C*ollaborative Professionalism: When Teaching Together Means Learning for All*. London: Corwin Press.

Recommended Further Reading

Brookfield, S. and Preskill, S. (2012) D*iscussion as a Way of Teaching: Tools and Techniques for a Democratic Classroom*. Second Edition. San Francisco: Jossey-Bass.

Davis, B., Sumara, D. and Luce-Kapler, R. (2015) *Engaging Minds: Cultures of Education Practice of Teaching*. Third Edition. Abingdon: Routledge.

Hattie, J. and Zierer, K. (2017) 10 Mindframes for V*isible Learning: Teaching for Success.* Abingdon: Routledge.

Please provide details of inclusive learning and teaching approaches/access to specialist requirements.

All teaching materials will be available on the VLE.

All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.

The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.

Assessment & Feedback

Method of Moderation to be used	Moderation by sampling of the cohort.

		Assessment Methods			
Assessment Code and Method	**Learning Outcomes to be met**	**Duration/Length of Assessment Method**	**Weighting of Assessment (%)**	**Threshold**	**Approximate Date of Submission**
OTHR1 Annotated academic poster.	All	4000 words equivalent.	100	50	Approximately 31st August.

Rationale for Assessment

Assessments are designed to ensure parity of provision and experience for all students. All students will benefit from formative feedback throughout the module which will be bespoke to their needs and will complete the same summative assessment per module.

Rules for Multiple Assessments
There are no multiple assessments for this module

In what ways will students receive feedback on assessed work, including formal examinations?	
Turnitin	Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.

Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.

Students will be able to submit assignments in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.

Please provide details of how students would redeem a failure in the module.

All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.

Other Information		
Are there any pre- or co-requisites for this module?	No	
Programme(s) in which to be offered (not including exit awards)	Core	Option
MA (Education)	✓	✓
	☐	☐
	☐	☐
For what teaching & learning activities do you intend to use e-learning? *Please add specific requirement as appropriate.*	All	
For what assessment activities do you intend to use e-learning? E.g. *MCQs*		
Maximum number of students that can enrol on the module?	100 per institution	
How often will the module run during each session?	Once.	
When? *(Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)*	April-August	

Does the module replace an existing module?	No
If so which one?	N/A

Office use only: Date of approval	24.4.2020
Modifications	