

Prifysgol Wreccsam Wrexham University

Module specification

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Module Code	FY313
Module Title	Collaborative Practice
Level	3
Credit value	20
Faculty	FACE
HECoS Code	101019
Cost Code	GACP

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
STEM Foundation Year	Core

Pre-requisites

None

Breakdown of module hours

Learning and teaching hours	40 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	40 hrs
Placement / work based learning	0 hrs
Guided independent study	164 hrs
Module duration (total hours)	200 hrs

For office use only	
Initial approval date	4 Sept 2024
With effect from date	Sept 2024
Date and details of revision	
Version number	1

Module aims

This module is designed to introduce the importance of collaborative and cross-disciplinary practice within the context of higher education learning. Students will be encouraged to network with their peers to discuss the relevance of their chosen study path in relation wider industries. This module will support the development of the wider soft skills required to develop at an undergraduate level and prepare the students for coming projects in their relevant fields.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Identify contemporary issues relating to subject specialisms
2	Relate cross-disciplinary ideas to opportunities for further research and study
3	Apply collaborative techniques to produce contextualised coursework.

Assessment

Indicative Assessment Tasks:

The assessment will take the form of coursework that demonstrates ongoing engagement with the wider themes of the module. This could indicatively be in the form of an active blog updated throughout the semester. Students will be expected identify themes within their chosen subject specialisms, whilst communicating it to the wider learning community and relating ideas to areas of development.

Students will finalise the coursework by working with their peers to produce a piece of work that demonstrates engaging cross-disciplinary project ideas and themes. This can be done through traditional group work in groups of two or three or can be done via group critique or discussion where more appropriate.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3	Portfolio	100%

Derogations

N/A

Learning and Teaching Strategies

In line with the Active Learning Framework, this module will be blended digitally with both a VLE and online community. Content will be available for students to access synchronously and asynchronously and may indicatively include videos, supporting files, online activities any additional content that supports their learning.

As this module progresses, the strategies will change to best support a diverse learning environment. Initially, the module will start with a heavier reliance on engaging tutor-led lectures and discussions to ensure that the students get the relevant threshold concepts. As the module continues experiential and peer learning strategies will be encouraged as the students' progress with their coursework. Sessions will shift to more tutorial-based sessions to focus of formative feedback for individual student achievement.

Indicative Syllabus Outline

Syllabus includes topic areas that include:

- Subject specialisms
- Industry Roles across the Faculty
- Contextual and contemporary issues relating to fields.
- Teamwork, communication and collaboration
- Research themes.
- Guest lectures
- Discussions and Debates
- Shared Contemporary Issues

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Thompson, S. and Thompson, N. (2023), *The Critically Reflective Practitioner*. 3rd ed, London: Bloomsbury Academic.

Other indicative reading

None