

MODULE SPECIFICATION PROFORMA

<b>Module Title:</b>	Negotiated Learning	<b>Level:</b>	7	<b>Credit Value:</b>	30
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<b>Module code:</b>	EDM715	<b>Is this a new module?</b>	Yes	<b>Code of module being replaced:</b>	
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<b>Cost Centre(s):</b>	GAPE	<b>JACS3 code:</b>	X370
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<b>With effect from:</b>	September 17
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Karen Rhys Jones
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Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>300 hrs</b>

<b>Programme(s) in which to be offered</b>	Core	Option
MA Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval: August 17

APSC approval of modification: *Enter date of approval* Version: 1

**Module Aims**

The aim of this module is to enable students to conduct an in-depth and critical study of an aspect of their own professional practice. They are required to design and negotiate a set of suitable learning outcomes that demonstrate the level of criticality expected at Master's level. The assessed outcome will take the form of a position paper that demonstrates a critical evaluation of the area of study. This module is intended as a peer-learning module and is not anticipated to be suitable for a stand-alone module for a single student. The minimum suggested number of students in a cohort is three.

**Intended Learning Outcomes**

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Select an aspect of their professional work for development, justifying their choice in terms of relevant concepts and methods, identifying clearly the issue to be investigated.	KS1	KS2
		KS6	
2	Negotiate specific learning outcomes with the module tutor and prepare a comprehensive learning agreement.	KS1	KS3
		KS9	
3	Critically evaluate the implications to personal and professional learning and the potential impact of the investigation's outcomes on the organization.	KS2	KS5
		KS6	KS8
4	Present the outcomes of the study as a Position Paper for consideration by a group of peers.	KS1	KS4
		KS5	KS10

Transferable skills and other attributes

- Use critical reflection to contribute to improvements in practice;
- Develop critical thinking and scholarship relating to work-based experience;
- Demonstrate an advanced level of independent learning ability;
- Demonstrate proficiency in the use of libraries data bases and the internet as sources of information;
- Enter into considered dialogue with others.

**Derogations**

None

**Indicative assessment:**

1. Participants will produce a learning agreement derived from a work-based project;
2. Participants will produce a literature review and critical discussion of the topic in question that will take the form of a position paper to be reviewed by a group of peers.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Research Proposal	10%	N/A	600
2	2,3, and 4	Negotiated Learning	90%	N/A	5,400

**Learning and Teaching Strategies:**

Learning will be through directed and self-directed study based on the professional topic. Participants will be guided towards appropriate texts for the topic and also for the process of action learning, where appropriate. Participants will be expected to attend an agreed number of personal tutorials and share their experiences with other module participants in a group seminar. All participants will be invited to attend an introductory session on research methodology and professional study.

**Syllabus outline:**

All participants will be supported in the development of the skills, knowledge and understanding necessary in identifying an appropriate topic, devising a work plan, and using methods to support their professional development.

Content will be dependent upon individual topics. The module introduction will address;

- Negotiating and agreeing a suitable focus;
- Utilizing the tutor support available;
- Applying the learning contract and agreement to monitor progress.

**Bibliography:**

**Essential reading**

These items are negotiated between the tutor(s) and the participant and will be identified in the learning agreement.

**Other indicative reading**

Bolton, G (2005), *Reflective Practice: writing and professional development*. London: SAGE Publications Ltd.

Fullan, M. (2003), *Change Forces with a Vengeance*. London: RoutledgeFalmer.

Fullan, M. (2008), *The Six Secrets of Change*. San Francisco: Jossey-Bass.

Fullan, M. (2009), *The Challenge of Change*. Second Edition. Thousand Oaks: Corwin Press.

Fullan, M. (2015), *The New Meaning of Educational Change*, Fifth Edition. Fifth Edition. New York: Teachers College Press.

Gray, D.E. (2014), *Doing research in the Real World*. Third Edition. London: SAGE Publications Ltd.

Hopkins, D. (2015), *A Teacher's Guide to Classroom Research*. Fifth Edition. Buckingham: Open University Press.

James, N. and Busher, H. (2009), *Online Interviewing*. London: SAGE Publications Ltd.

Earles-Reynolds, L-J., Judge, B., McCreery, E. and Jones, P. (2013), *Critical Thinking Skills for Education Students*. Second Edition. London: Learning Matters.

Oliver, P. (2010), *The Student's Guide to Research Ethics*. Second Edition. Maidenhead: Open University Press.

Rumsey, S. (2008), *How to Find Information: A Guide for Researchers*. Maidenhead: Open University Press.

Simons, H. (2009), *Case Study Research in Practice*. London: SAGE Publications Ltd.

Thomas, G. (2015), *How to do Your Case Study*. Second Edition. London: SAGE Publications Ltd.

Yin, R.K. (2013), *Case Study Research: Design and Methods*. Fifth Edition. London: SAGE Publications Ltd.

<http://www.estyn.gov.uk>

<http://www.raise-wales.org.uk>

<http://wales.gov.uk>