



Module Specification

Developing Specialist Interests

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Part 1: Information

Module title: Developing Specialist Interests

Module code: UTLGP3-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: This module is designed to provide personalised learning opportunities, in a specialist field, that draw on leading edge expertise both within

and beyond the workplace setting, enabling the participant to develop specialist knowledge and understanding.

This module will also enable the student to plan for an action enquiry that will demonstrate how educational research supports professional enquiry and development.

Topics to be explored by the participant, with advice and guidance from the UWE tutor on designing a research proposal for an action enquiry, include:

Conducting interviews

Systematic observation

Using questionnaires and surveys

Issues concerning the use of quantitative methods

Processes of analysis and presentation of argument

Ethical issues and concerns around access

Developing a theoretical framework and using literature.

The 'specialist interests' will be identified from priority areas for research and development in the participant's workplace (school/college/educational setting) in discussion with the UWE subject specialist tutor.

Part 3: Teaching and learning methods

Teaching and learning methods: The module is an independent learning module, supported with online resources and materials on Blackboard relating to educational research methods. The participant will be supported by a UWE tutor, matched by

subject specialism. Workshops on ethics, developing a research proposal and writing at Master's level will be available to all MA Education students. This support will include a mixture of face to face and email discussion with the tutor, drawing upon reading and the participant's experience and context.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

Work-based learning may include a practice placement, other placement, year abroad or activity in the student's existing place of work.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Be able to critically analyse and evaluate the provision of their chosen subject/area within their workplace context

MO2 Have a critical understanding of how their specialist field, or area of study, results in impact on children's and young people's learning and the learning of other professionals

MO3 Have developed the capacity to identify misconceptions and misunderstandings within their chosen subject area

MO4 Have examined recent research and literature on their specialist subject

MO5 Have developed skills in research and enquiry in order to plan a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological issues, and justifying plans for use of established methods of data collection, within the workplace setting

MO6 Be able to articulate their understanding of ethical issues in relation to the educational research process as applied to their own professional concerns and those of their respondents

MO7 Have taken a critical view of how educational research serves professional policy and practice including an understanding of different claims to validity and the appropriate appeal to evidence

MO8 Be able to design an educational research based study or enquiry with appropriate attention to methodological rigour

MO9 Be able to situate their own educational research interests within an appropriate body of literature and theoretical framework

MO10 Be able to articulate the relationship between educational research and professional practice and to argue the professional relevance of their proposal

MO11 Be able to communicate effectively and engage confidently in academic and professional communications with others when reporting clearly on procedures and actions, demonstrating the capacity to communicate outcomes of their learning

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: The module is assessed through two tasks, the first requires students to engage with a literature search related to their specialist subject/area of focus and synthesise their wider reading. Students are required to identify 5 key

sources, which could include theory, literature, existing research or policy, and provide a succinct interpretation and evaluation of the relevance to their study. The second task requires students to prepare a research proposal outlining their plan for an action enquiry which they will undertake in their own educational setting to investigate an element of their own practice for improvement. Students will demonstrate their engagement with research literature and their critical understanding and application of methodology, appropriate methods of data gathering and ethical considerations in the design of their enquiry.

Criteria for Assessment:

ALM Conceptual Domain (Core)

The assignment demonstrates that the student can organise and use coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing an ability to transform ideas in the process of developing an argument.

BLM Literature Domain

The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

CLM Contextual Domain

The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political, etc.) influencing the area of study and is able to critically engage with the contextual significance.

DLM Research Domain

The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes.

ELM Ethical Domain

The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. In addition there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions.

Assessment components:**Written Assignment (First Sit)**

Description: An annotated bibliography of 5 literature/research sources relating to the student's specialist subject/area (1500 words).

Criteria: ALM Core, BLM Literature

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (First Sit)

Description: A research proposal relating to an aspect of the student's chosen specialist subject/area (3500 words).

Criteria: ALM Core, CLM Context, DLM Research, ELM Ethics

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO10, MO11, MO5, MO6, MO7, MO8, MO9

Written Assignment (Resit)

Description: An annotated bibliography of 5 literature/research sources relating to the student's specialist subject/area (1500 words).

Criteria: ALM Core, BLM Literature

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment (Resit)

Description: A research proposal relating to an aspect of the student's chosen specialist subject/area (3500 words).

Criteria: ALM Core, CLM Context, DLM Research, ELM Ethics

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO10, MO11, MO4, MO5, MO6, MO7, MO8

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education [Sep][PT][Frenchay][3yrs] - Not Running MA 2022-23

Education [Apr][PT][Frenchay][3yrs] - Not Running MA 2022-23

Education [Jan][PT][Frenchay][3yrs] - Not Running MA 2022-23