University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Improvement Through Action Enquiry					
Module Code	UTLGEQ-30-M		Level	M	Version	6.1
UWE Credit Rating	30	ECTS Credit Rating	15		WBL module?	Yes
Owning Faculty	ACE		Field	Secondary and Lifelong Learning		
Department	Education		Module Type	Standard		
Contributes towards	PG Cert Education; PG Dip Education; MA Education PG Cert Education (Early Years); PG Dip Education (Early Years); MA Education (Early Years)					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	Oct 2014		Valid to			

CAP Approval Date	Nov 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. have a comprehensive and systematic knowledge of the key ideas related to school improvement and reflected on the significance of these ideas in their specific context (Component A, B); 2. have identified and explained a significant school improvement/professional development issue that needs to be addressed by reflective and innovative action (Component A, B); 3. have identified and critically evaluated relevant quantitative and qualitative data in identifying the parameters of this school improvement issue (Component A, B); 4. be able to design a small scale intervention appropriate to context and role, designed to contribute to school improvement (Component B); 5. have executed effectively and efficiently a number of systematic attempts at change, gathered and interpreted evidence of the impact of the relevant action/intervention, and clearly articulated revised plans (Component B); 6. be confident to disseminate the findings of their study to others (Component A);
Syllabus Outline	This module is designed to be responsive to context-specific developmental priorities and located where possible in working with teams of staff in a school setting or drawing individuals together across schools where tackling similar issues. Tutors involved have expertise in substantive areas identified for developmental action and are experienced in facilitating action enquiry. The programme also supports participants to access inspection and research literature effectively to enhance their

	studies. Identification of priorities will follow needs analysis drawing on school development plans and individual development plans undertaken as part of appraisal or performance review, or as part of needs analysis undertaken on the programme. Content is likely to encompass elements to do with school improvement methodologies, implementing and evaluating change, effective teamwork, the role of the learning supporter in enhancing pupil achievement, diversities and inclusion, action enquiry methodologies and the use.
Contact Hours	The module is not delivered through lectures and seminars but through action learning sets. Each student will be allocated a personal tutor who will provide one-to-one support, for example, responding to queries, giving formative feedback online for drafts of work to support the students writing at Masters Level, and marking final submissions providing summative feedback. Other forms of contact and support provided will include: - individual or small group tutorials for guidance on the scope and layout of the portfolio - individual tutor support; - student study guidelines pack / handbook; - on-line access to digitised readings and other resources; - library access and on-line journals; - access to writing at M Level workshops.
Teaching and Learning Methods	Action Learning Sets will be established, meeting to support the action enquiries. These groups may sometimes meet in school settings where a group of staff from one school are involved, or at the Department of Education. In addition, some time, by negotiation, may be spent with UWE staff working alongside participants in school/classroom settings. School Advisers and Heads will be appraised of these initiatives and informed of ways in which they can support participants and maximise dissemination and impact of the studies. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.
Key Information Sets Information	N/A at M Level
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders
Indicative Reading List	Efron, S., (2013), *Action research in education: a practical guide,* New York: The Guilford Press Kitchen, J., and Stevens, D., (2008), Action research in teacher education: Two teacher-educators practice action research as they introduce action research to pre-service teachers, *Action Research*, Volume 6, Issue 1 Klein, S.R.,(2012), *Action Research Methods, Plain and Simple,* New York: Palgrave Macmillan McNiff, J., (2013), *Action research: principles and practice,* 3rd ed., Abingdon: Routledge

| | Nolen, A. L., and Putten, J. V., (2007), Action Research in Education: Addressing Gaps in Ethical Principles and Practices, *Educational Researcher,* Volume 36, Issue 7

Shakouri, N., (2014), On the viability of action research in education*, International Journal of Research Studies in Education*, Volume 3

Tomal, D.R., (2010), *Action research for educators*, 2nd ed., Lanham, MD: Rowman & Littlefield |

Part 3: Assessment

Assessment Strategy	Students will present the key issues informing their action enquiry as well as a written assignment to discuss the change process undertaken, including the rationale, implementation, impact and evaluation of the improvement / action. The student must demonstrate to the supervising tutor that the work submitted does not duplicate work previously submitted to assessment for other modules within the intended programme **Assessment criteria:** **ALM: Conceptual Domain (Core):** The assignment demonstrates that the student can use and organise 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 the ability to synthesise and/or transform ideas in the process of developing an argument. **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 **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.

Identify final assessment component and element	Component B	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**25%**	**75%**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting**
A 5-10minute oral presentation to tutors and where possible and appropriate to peers of key issues informing the action enquiry. ALM (Core), CLM	100%
Component B **Description of each element**	**Element weighting**
A written assignment demonstrating the change process including rationale and discussion of early attempts at implementation, evaluation of	100%

impact and review (3750 words or equivalent) ALM (Core), CLM, DLM	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A 5-10minute oral presentation to tutors and where possible and appropriate to peers of key issues informing the action enquiry. ALM (Core), CLM	100%
Component B **Description of each element**	**Element weighting**
A written assignment demonstrating the change process including rationale and discussion of early attempts at implementation, evaluation of impact and review (3750 words or equivalent) ALM (Core), CLM, DLM	100%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	