



Module Specification

Improvement Through Action Enquiry

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Part 1: Information

Module title: Improvement Through Action Enquiry

Module code: UTLGEQ-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 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.

Part 3: Teaching and learning methods

Teaching and learning methods: 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.

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.

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

MO1 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

MO2 Have identified and explained a significant school improvement/professional development issue that needs to be addressed by reflective and innovative action

MO3 Have identified and critically evaluated relevant quantitative and qualitative data in identifying the parameters of this school improvement issue

MO4 Be able to design a small scale intervention appropriate to context and role, designed to contribute to school improvement

MO5 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

MO6 Be confident to disseminate the findings of their study to others

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 300 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlgeq-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlgeq-30-m.html>

Part 4: 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.

Assessment components:

Presentation (First Sit)

Description: A 5-10 minute oral presentation to tutors and where possible and appropriate to peers of key issues informing the action enquiry.

ALM (Core), CLM

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO6

Written Assignment (First Sit)

Description: 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

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Presentation (Resit)

Description: A 5-10 minute oral presentation to tutors and where possible and appropriate to peers of key issues informing the action enquiry.

ALM (Core), CLM

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO6

Written Assignment (Resit)

Description: 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

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study: