

## MODULE SPECIFICATION

**Code:** UTLGEQ-30-M      **Title:** Improvement through Action Enquiry      **Version:** 5

**Level:** M      **UWE credit rating:** 30      **ECTS credit rating:** 15

**Module type:** Standard

**Owning Faculty:** Creative Arts, Humanities and Education      **Field:** Secondary Education and Lifelong Learning

**Faculty Committee approval:**      **Date:**

**Approved for Delivery by:** *indicate name of affiliated institution if module will only be delivered by them*

**Valid from:** September 2011      **Discontinued from:**

**Contributes towards:** PG Cert Education  
PG Cert Education (Early Years)  
PG Cert Education (Raising Achievements in City Schools)  
PG Cert Education (Special Educational Needs)  
PG Dip Education  
PG Dip Education (Early Years)  
PG Dip Education (Raising Achievement in City Schools)  
PG Dip Education (Special Educational Needs)  
MA Education  
MA Education (Early Years)  
MA Education (Raising Achievement in City Schools)  
MA Education (Special Educational Needs)  
MA Lifelong Learning

**Pre-requisites:** None

**Co-requisites:** None

**Entry requirements:** *If the module is offered as CPD or stand alone, indicate the entry requirements*

**Excluded combinations:** UTCGEQ-30-3 School Improvement through Action Enquiry,  
UTCGEQ-60-3 School Improvement through Action Enquiry,  
UTLGEQ-60-M School Improvement through Action Enquiry

### Learning Outcomes:

On successful completion of the module, participants will:

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 include LEA Advisory staff and HE tutors with expertise in substantive areas identified for developmental action and 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 of action learning sets, aspects of ethics and values in relation to education and educational change.

### **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 Faculty 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.

### **Reading Strategy**

This section is compulsory and should include an overview of the approach that will be taken by the module leader to ensure that each student has:

- access to the **essential** reading recommended to them (either electronically or in paper format)
- training in how to retrieve/evaluate **further** readings to support their studies.

In this section, reference may be made to the place where students will find up-to-date detailed advice and guidance about their readings, e.g. this might be located in a module handbook, via UWEonline, etc. It may be that at validation Programme Teams are required to provide these further details of the Reading Strategy as part of the validation process.

For further information and guidance on the concept and practicalities of adopting Reading Strategies (including examples of the kind of information to include in this section of the module specification), please consult the following web page or the Library Services Academic Staff Handbook:

[http://www.uwe.ac.uk/library/info/academic/toolkit/tk\\_toolkit.htm](http://www.uwe.ac.uk/library/info/academic/toolkit/tk_toolkit.htm)

### **Indicative Reading List:**

Brighouse, T and Woods, D. (1999) How to Improve Your School. London: Routledge  
Frost, D. (1997) Reflective Action Planning for Teachers. London: David Fulton Publishers  
Ghaye, A. and Ghaye, K. (1998) Teaching and Learning through Critical Reflective Practice. London: David Fulton Publishers.  
McGill, I and Beaty, L. (2001) Action Learning London: Kogan Page.  
McNiff, J. (2002) Action Research: Principles and Practice (2nd Edition) Basingstoke: Macmillan.  
Winter, R. (1989) Learning from Experience: Principles and Practice in Action Research. London: The Falmer Press.

*Additional readings will be identified by the tutor appropriate to the nature of the work being undertaken.*

### **Assessment**

**Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE. (For further information please contact Academic Registry.)**

**Weighting between components A and B (standard modules only) A: 25% B: 75%**  
**ATTEMPT 1**

## **First Assessment Opportunity(Sit)**

### **Component A**

#### **Description of each element**

#### **Element Weighting**

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

25%

#### **Assessment criteria:**

##### **A: Conceptual Domain (Core)**

**LM:** 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.

##### **H: Negotiated Domain**

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Programme Leader.

### **Component B**

#### **Description of each element**

#### **Element Weighting**

1. 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)

75%

#### **Assessment Criteria**

##### **A: Conceptual Domain (Core)**

**LM:** 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.

#### ***Plus two other criteria chosen from the following negotiated with your tutor***

##### **B: Literature Domain**

**LM:** 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.

##### **C: Contextual Domain**

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

##### **D: Research Domain**

**LM:** 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.

##### **E: Ethical Domain**

**LM:** 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.

##### **F: Values Domain**

**LM:** The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.

##### **G: Action Domain**

**LM:** The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

##### **H: Negotiated Domain**

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student

negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Programme Leader.

## **Second Assessment Opportunity (Resit) (further attendance at taught classes is/is not required)**

### **Component A**

#### **Description of each element**

#### **Element Weighting**

**25%**

1. A 5-10 minute oral presentation to tutor/s and where possible and appropriate to peers of key issues informing the action enquiry.

#### **Assessment criteria:**

##### **A: Conceptual Domain (Core)**

**LM:** 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.

##### **H: Negotiated Domain**

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Programme Leader.

### **Component B**

#### **Description of each element**

#### **Element Weighting**

**75%**

1. 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)

#### **Assessment Criteria**

##### **A: Conceptual Domain (Core)**

**LM:** 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.

#### ***Plus two other criteria chosen from the following negotiated with your tutor***

##### **B: Literature Domain**

**LM:** 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.

##### **C: Contextual Domain**

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

##### **D: Research Domain**

**LM:** 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.

##### **E: Ethical Domain**

**LM:** 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.

##### **F: Values Domain**

**LM:** The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study, and critically evaluate associated claims to knowledge.

##### **G: Action Domain**

**LM:** The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due

regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.

**H: Negotiated Domain**

*In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.*

**EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is/is not required.**

Specification confirmed by .....Date .....  
(Associate Dean/Programme Director)