

MODULE SPECIFICATION

Code: UTLGEQ-30-M **Title:** Improvement through Action Enquiry **Version:** 6

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: CAC, Chair's Action **Date:** 07/06/11

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 (Special Educational Needs)
PG Dip Education
PG Dip Education (Early Years)
PG Dip Education (Special Educational Needs)
MA Education
MA Education (Early Years)
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

Access and Skills – 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 large range of journals (both print and electronic) 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. Students will be presented with opportunities within the programme curriculum and within this module to develop their information retrieval and evaluation skills, in order to identify appropriate resources effectively.

Blackboard – This module is supported by Blackboard, where students will be able to find all necessary module documentation, to include guidance on Further Reading within the module handbook/outline.

Essential reading - This module has no set textbook, although there is an indicative reading list.

Further reading –The purpose of this Further Reading is to ensure students are familiar with current research, classic works, and material specific to their interests from the academic – often journal – literature. Suggested Further Reading by topic will be indicated by the student's supervisor. However students are also expected to employ their own initiative and discretion in selecting appropriate Further Reading that will support their study.

Indicative Reading List – To supplement the guidance on reading given above, the following list is offered to provide students with an indication of the type and level of information that those enrolled on the module may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via other more frequently updated mechanisms. All the following books can be found in the UWE library.

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.

C: Contextual Domain

LM: 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.

Component B FINAL

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.

C: Contextual Domain

LM: 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.

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.

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

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.

C: Contextual Domain

LM: 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.

Component B - Final component

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.

C: Contextual Domain

LM: 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.

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.

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

Specification confirmed byDate
(Associate Dean/Programme Director)