



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Developing Specialist Interests				
Module Code	UTLGP3-30-M	Level	M	Version	1.1
Owning Faculty	ACE	Field	SEALL		
Contributes towards	MA Education PG Dip Education				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	NA		Module Entry requirements	NA	
Valid From	November 2014		Valid to	July 2020	

<b>CAP Approval Date</b>	18 November 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will :</p> <ul style="list-style-type: none"> <li>• be able to critically analyse and evaluate the provision of their chosen subject/area within their workplace context (A);</li> <li>• 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 (A);</li> <li>• have developed the capacity to identify misconceptions and misunderstandings within their chosen subject area (A);</li> <li>• have examined recent research and literature on their specialist subject (A);</li> <li>• 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 (B);</li> <li>• 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 (B);</li> <li>• have taken a critical view of how educational research serves professional policy and practice including an understanding of different claims to validity</li> </ul>

	<p>and the appropriate appeal to evidence (B);</p> <ul style="list-style-type: none"> <li>• be able to design an educational research based study or enquiry with appropriate attention to methodological rigour (B);</li> <li>• be able to situate their own educational research interests within an appropriate body of literature and theoretical framework (B);</li> <li>• be able to articulate the relationship between educational research and professional practice and to argue the professional relevance of their proposal (B);</li> <li>• 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 (B).</li> </ul>
<p>Syllabus Outline</p>	<p>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.</p> <p>This module will also enable the student to plan for an action enquiry that will demonstrate how educational research supports professional enquiry and development.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• conducting interviews;</li> <li>• systematic observation;</li> <li>• using questionnaires and surveys;</li> <li>• issues concerning the use of quantitative methods;</li> <li>• processes of analysis and presentation of argument;</li> <li>• ethical issues and concerns around access;</li> <li>• developing a theoretical framework and using literature.</li> </ul> <p>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.</p>
<p>Teaching and Learning Methods</p>	<p>The module is an <b>independent learning module</b>, 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.</p> <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study</p>

	<p>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.</p> <p><b>Work-based learning</b> may include a practice placement, other placement, year abroad or activity in the student's existing place of work.</p>
Key Information Sets Information	<b>Not Applicable for Postgraduate programme</b>
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 offered opportunities to develop their information retrieval and evaluation skills in order to identify such resources effectively.
Indicative Reading List	<p>Campbell, A., McNamara, O., Gilroy, P. (2004) <i>Professional Research and Professional Development in Education</i> London: Paul Chapman Publishing.</p> <p>Cresswell, J. (2009) <i>Research Design</i> London: SAGE Publications.</p> <p>Kemmis, S., McTaggart, R., &amp; Nixon, R. (2013) <i>The Action Research Planner: Doing Critical Participatory Action Research</i> Springer</p> <p>Koshy, V. (2005) <i>Action Research for Improving Practice</i> London: Paul Chapman Publishing.</p> <p>Lichtman, M. (2009) <i>Qualitative Research in Education</i> London: SAGE Publications.</p> <p>McAteer, M. (2013) <i>Action Research in Education</i>. London: BERA/Sage.</p> <p>McNiff, J. (2013) <i>Action Research: Principles and Practice</i>. 3<sup>rd</sup> ed. Abingdon: Routledge.</p> <p>O'Leary, Z. (2004) <i>The Essential Guide to Doing Research</i> London: SAGE Publications.</p> <p>Opie, C. (2004) (ed.) <i>Doing Educational Research</i> London: SAGE Publications.</p> <p>Punch, K. (2009) <i>Research Methods in Education</i> London: SAGE Publications.</p> <p>Silverman, D. (2013) <i>Doing Qualitative Research: A practical handbook</i> (4e) London: Sage</p> <p>Wilson, E. (2013) <i>School-based Research: A guide for education students</i>. London: Sage.</p>

### Part 3: 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
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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.

Identify final assessment component and element	Element B	
% weighting between components A and B (Standard modules only)	A: 25	B: 75
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
An annotated bibliography of 5 literature/research sources relating to the student's specialist subject/area (1500 words).	100	

Criteria: ALM Core, BLM Literature	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
A research proposal relating to an aspect of the student's chosen specialist subject/area (3500 words).	100
Criteria: ALM Core, CLM Context, DLM Research, ELM Ethics	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
An annotated bibliography of 5 literature/research sources relating to the student's specialist subject area (1500 words).	100
Criteria: ALM Core, BLM Literature	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
A research proposal relating to an aspect of the student's chosen specialist subject area (3500 words).	100
Criteria: ALM Core, CLM Context, DLM Research, ELM Ethics	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	