



Module Specification

Evaluating and Disseminating Impact

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Part 1: Information

Module title: Evaluating and Disseminating Impact

Module code: UTLG7V-60-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 60

ECTS credit rating: 30

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 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, evaluate and disseminate specialist knowledge and understanding.

The content of the module will reflect individual needs of students, but will focus on the execution of students' empirical research and the writing of their report which could take the form of a research project report or journal article.

This module will also enable the student to plan for the dissemination of findings from their action enquiry that will demonstrate how educational research supports professional enquiry and development.

Part 3: Teaching and learning methods

Teaching and learning methods: The module is an independent learning module, 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.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. Scheduled sessions may vary slightly depending on the module choices you make.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

Work-based learning may include a practice placement, other placement, year abroad or activity in the student's existing place of work.

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

MO1 Have executed a research based study with appropriate attention to methodological rigour

MO2 Demonstrate a critically informed understanding of the use of specific research methodology and methods

MO3 Be able to situate their own educational research interests within an appropriate body of literature and theoretical frameworks

MO4 Have developed a research based argument and/or practices, including a self critical analysis and evaluation of the significance, impact and limitations of their study

MO5 Have developed their knowledge and skills as practitioners, drawing together theory and practice that clearly articulates professional practice

MO6 Be able to demonstrate an awareness of, and critical engagement with, appropriate ethical issues

MO7 Have planned and presented a dissemination activity

MO8 Be able to articulate the relationship between educational research and professional practice and to argue the professional relevance and impact of their research findings

MO9 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

Hours to be allocated: 600

Contact hours:

Independent study/self-guided study = 600 hours

Total = 600

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlg7v-60-m.html) via the following link <https://uwe.rl.talis.com/modules/utlg7v-60-m.html>

Part 4: Assessment

Assessment strategy: The module is an alternative to the MA Education Dissertation module.

Assessment is through two tasks, the first requires students to produce a written evaluative report of the action enquiry project that they have undertaken. This report should draw on their literature search and planned research design proposal and should provide an analytical account of the process and evaluation of the findings of the research, with due consideration given to appropriateness of methods, ethical considerations, validity and reliability, impact and recommendations.

The second task requires students to prepare and deliver a presentation of their research enquiry and findings, in the context of their own educational setting, focusing on the impact on improvement of their own practice.

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, and reflection on the process and outcomes for their own learning.

Students will also demonstrate their communication skills and will be required to answer questions following their presentation.

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.

Students may also negotiate with their tutor to include any or all of criteria FLM; GLM; HLM.

FLM Values Domain:

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.

GLM Action Domain: 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.

HLM Negotiated Domain: In addition to criteria specified under domains A-G, 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. In the case of this module, the negotiated criterion may relate to the dissemination element.

Assessment components:

Report (First Sit)

Description: An evaluative research project report (7500 words).

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Presentation (First Sit)

Description: A presentation to an appropriate, negotiated audience, disseminating findings and impact of the research undertaken (20 minutes).

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO7, MO8, MO9

Report (Resit)

Description: An evaluative research project report (7500 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

Presentation (Resit)

Description: A presentation to an appropriate, negotiated audience, disseminating findings and impact of the research undertaken (20 minutes).

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO7, MO8, MO9

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education [Sep][PT][Frenchay][3yrs] - Not Running MA 2022-23

Education [Apr][PT][Frenchay][3yrs] - Not Running MA 2022-23

Education [Jan][PT][Frenchay][3yrs] - Not Running MA 2022-23

Education [Sep][PT][Frenchay][3yrs] - Not Running MA 2021-22

Education [Apr][PT][Frenchay][3yrs] - Not Running MA 2021-22

Education [Jan][PT][Frenchay][3yrs] - Not Running MA 2021-22