



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Evaluating and Disseminating Impact				
Module Code	UTLG7V-60-M	Level	M	Version	1.1
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Contributes towards	MA Education				
UWE Credit Rating	60	ECTS Credit Rating	30	Module Type	Project
Pre-requisites	none		Co- requisites	none	
Excluded Combinations	NA		Module Entry requirements	NA	
Valid From	Sept 2015		Valid to	Sept 2021	

<b>CAP Approval Date</b>	17 <sup>th</sup> November 2015
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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>• have executed a research based study with appropriate attention to methodological rigour (A);</li> <li>• demonstrate a critically informed understanding of the use of specific research methodology and methods (A);</li> <li>• be able to situate their own educational research interests within an appropriate body of literature and theoretical frameworks (A);</li> <li>• 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 (A);</li> <li>• have developed their knowledge and skills as practitioners, drawing together theory and practice that clearly articulates professional practice (A);</li> <li>• be able to demonstrate an awareness of, and critical engagement with, appropriate ethical issues (A);</li> <li>• have planned and presented a dissemination activity (B);</li> </ul>

	<ul style="list-style-type: none"> <li>• be able to articulate the relationship between educational research and professional practice and to argue the professional relevance and impact of their research findings (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>
Syllabus Outline	<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, evaluate and disseminate specialist knowledge and understanding.</p> <p>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.</p> <p>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.</p>
Teaching and Learning Methods	<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 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	<p>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.</p>

Indicative Reading List	<p>British Educational Research Association (BERA) (2011) <i>Ethical Guidelines for Educational Research</i>, London: BERA</p> <p>Bryman, A. (2012) <i>Social Research Methods</i> (4e), Oxford: Oxford University Press</p> <p>Campbell, A., McNamara, O., Gilroy, P. (2004) <i>Professional Research and Professional Development in Education</i> London: Paul Chapman Publishing.</p> <p>Cohen, L., Manion, L., &amp; Morrison, K. (2003), <i>Research Methods in Education</i> London: Routledge Falmer</p> <p>Creswell, J. W. (2014) <i>Research design: qualitative, quantitative, and mixed methods approaches</i>. (4th ed). London: Sage</p> <p>Denzin, K. and Lincoln, N. (2011) <i>The Sage handbook of qualitative research</i> (4e), London: Sage.</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>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The module is an alternative to the MA Education Dissertation module.</p> <p>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.</p> <p>The second task requires students to prepare and deliver a presentation of</p>

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.
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Identify final assessment component and element	<b>Component A Element 1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>100</b>	
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. An evaluative research project report (7500 words).	50	
2. A presentation to an appropriate, negotiated audience, disseminating findings and impact of the research undertaken (20 mins).	50	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
1. An evaluative research project report (7500 words).	50	
2. A presentation to an appropriate, negotiated audience, disseminating findings and impact of the research undertaken (20 mins).	50	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
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.		