

1. Title of the module

Independent Action Research Project – PGLT5

2. School or partner institution which will be responsible for management of the module

Northern School of Contemporary Dance

3. The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)

Level 7

4. The number of credits and the ECTS value which the module represents

30 credits, 15 ECTS

5. Which term(s) the module is to be taught in (or other teaching pattern)

Spring & Summer term (year two)

6. Prerequisite and co-requisite modules

None

7. The programmes of study to which the module contributes

PGDip Arts Learning and Teaching in Higher Education.

8. The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 8.1 Present a rationale, aims, objectives, methodology and evaluation strategy for an action research project, which takes into account the purpose and features of the action research paradigm (UKPSF A5, K5, K6, V3 and V4)
- 8.2 Select appropriate research action research methodologies and apply these to the construct of an independent action research project (UKPSF A5, K5, K6, V3 and V4)
- 8.3 Situate their project within their academic and professional practice, informed by ethical research policies, a critical review of relevant literature and supported by individual professional development goals (UKPSF A5, K6, V3 and V4)
- 8.4 Execute an action research project, in order to develop and/or enhance existing practices and understanding of learning and the student experience, within the context or teaching or student support (UKPSF A1, A2, A3, A4, A5, K1, K2, K3, K4, K5, K6, V1, V2, V3, and V4)
- 8.5 Analyse and present mixed methods data from the action research project to support critical debate and draw conclusions, in order to develop and/or enhance existing practices within the context or teaching or student support (UKPSF A1, A2, A3, A4, A5, K1, K2, K3, K4, K5, K6, V1, V2, V3, and V4)
- 8.6 Propose a strategy for change in their practice that is responsive to project findings, and will enable dissemination of the outcomes of their Professional Practice Development to relevant audiences (UKPSF A5, K6 and V4)

8.7 Critically reflect on their learning and create an action plan for their continuing professional development related to the project (UKPSF A5, K5, K6, V3 and V4)

9. The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 9.1 Work in planned and improvisatory ways, clarify the nature of a problem, evaluate alternatives, propose viable solutions and determine the outcome of the various options
- 9.2 Work well with a wide variety of people: different gender; people from other social, educational, religious, cultural and racial backgrounds; individuals who have visible and non-visible disabilities and/or learner support needs
- 9.3 Communicate information, ideas and creative responses, using appropriate scholarly and professional registers/conventions appropriate for a specific audience;
- 9.4 Research and examine, information, materials and experiences, formulate independent judgements, and articulate reasoned arguments through observations, personal experiences and reflections
- 9.5 Critically use information retrieval skills, involving the ability to gather, sift, manipulate, synthesise, and organise material
- 9.6 Apply a degree of high personal effectiveness: critical self-awareness, self-reflection and self-management; time management; the ability to continue to learn through reflection on practice and experience
- 9.7 Work independently, set goals and manage their own workloads

10. A synopsis of the curriculum

Independent Action Research Project will critically examine a range of perspectives and theoretical frameworks relevant to the students' workplace and use these to inform the design, implementation and evaluation of a practical action research project aimed at developing their practice.

The module includes understanding the nature and purpose of action research, conducting action research and presenting the outcomes. It also involves evaluating own practice in relation to action research and an insight into the benefits of primary and secondary data associated with qualitative and quantitative collection methods. They will negotiate a project which draws on these concepts to engage with a chosen area of practice of relevance to their discipline context and their own professional development.

Through this module, participants will consider how they can demonstrate through their project the application and understanding of:

- Defining purpose and features of action research.
- Identifying and justifying an area for research.

- Developing a research question.
- Planning a research project.
- Applying ethical research policies.
- Implementing small action research.
- Reviewing the literature.
- Reviewing and evaluating methods and methodology.
- Selecting methods and designing instruments.
- Deriving and presenting data.
- Drawing conclusions.
- Methods of evaluating action research
- Project planning and management.
- Personal development planning.
- Appropriate quality measurement and enhancement mechanisms.

11. Reading List (Indicative list, current at time of publication. Reading lists will be published annually)

Brookfield, S (1995) *Becoming a Critically Reflective Teacher*, San Francisco, CA: Jossey-Bass.

Cousin, G. (2009) *Researching Learning in Higher Education*, London: Routledge.

Cohen, L. Manion, K. and Morrison, K. (2017) *Research Methods in Education*, London: Routledge.

Kidd, W. (2018) *Doing Your Action Research Project: a guide for education students and practitioners*, London: Sage Publications

Moon, J. (2004) *A Handbook of Reflective and Experiential Learning: theory and practice*. London: Routledge Farmer

12. Learning and Teaching methods

Lectures	30 hours
Tutorials/Seminars	5 hours
Placement	90 hours
Independent Study	175 hours
Total Study hours:	300 hours

This module will be delivered in a considered manner appropriate to the activity undertaken by the student, in relation to their institutional calendars. A series of intensive lectures as a block will be delivered during key milestones in January, February, April/May and July to coincide with institution reading weeks and the start/end of vacation periods. Seminars and peer group support sessions on the VLE support independent practice and tutorials will be held between March and July as one-to-one meetings or through VLE.

Discussion forums on the VLE will enable students to stay connected during their project through online peer learning groups

Learning blocks will form key elements for the unit and will address aspects of academic practice - e.g. the UKPSF and relationship to practice, the HE landscape, action research methodologies, data collection and ethics surrounding educational research

A series of lectures and seminars will be delivered using a variety of methods: formal presentation, group discussion and group activities. These workshops provide an opportunity to discuss ideas and access sources of information to meet syllabus and module requirements.

Individual reading, research and reflection are an integral part of the learning process.

It is expected that teaching and learner support

Participants are encouraged to identify a senior departmental mentor within their institution who can support their learning in the workplace and help provide an additional dimension to their studies.

With reference to placement hours, we recognise that these may be used across several modules and the hours identified above are to be viewed as a guide and not seen as the total number of hours required specifically for this module. We do however try to encourage students during the proposal stage of their research project, to consider how many contact hours may be needed to support the practical element of the research activity. 90 hours is offered as a guide to support this.

13. Assessment methods.

13.1 Main assessment methods

Item 1: Research project proposal (Presentation 20 mins approx. or 1,500-word written proposal) or equivalent.

Weighting: 20%

Learning outcomes addressed: 8.1, 8.2, 9.1 and 9.2.

Item 2: Research project (3,000- 3,500 -word written report) or equivalent.

Weighting: 65%

Learning outcomes addressed: 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3 and 9.4.

Item 3: Professional Development Plan and evaluation (written approx. 1,000 words) or equivalent.

Weighting: 15%

Learning outcomes addressed:

8.3, 8.4, 8.5, 9.1, 9.2, 9.3 and 9.4. Throughout the module students will receive feedback through group and 1:1 tutorial as appropriate. Formal feedback will be given following the assessments.

14. Map of Module Learning Outcomes (sections 8 & 9) to Learning and Teaching Methods (section 12) and methods of Assessment (section 13)

Module learning outcome		8.1	8.2	8.3	8.4	8.5	8.6	8.7	9.1	9.2	9.3	9.4	9.5	9.6	9.7
Learning/teaching method	Hours allocated														
Lectures	30	X	X		X		X	X		X	X	X	X	X	
Seminars	5		X		X			X		X	X	X		X	
Independent Study	175	X	X	X	X	X	X		X	X	X	X	X	X	X
Placement	90			X		X		X	X	X	X	X	X	X	X
Assessment method															
Item 1: Research project proposal (20%)		X	X	X					X	X			X		X
Item 2: Research project (65%)				X	X	X	X		X	X	X	X	X	X	X
Item 3: Professional Development Plan and Evaluation (15%)				X	X	X		X	X	X	X	X		X	

15. Inclusive module design

Northern School of Contemporary Dance recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

- a) Accessible resources and curriculum
- b) Learning, teaching and assessment methods

Northern School of Contemporary Dance recognises and has embedded the expectations of current disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared

disabilities will be made on an individual basis, in consultation with Northern School of Contemporary Dance’s student support service, and specialist support will be provided where needed.

This module is intended to offer an inclusive approach to learning and assessment for most specific learning difficulties and physical disabilities. Where necessary individual adjustments will also be made.

16. Campus(es) or centre(s) where module will be delivered

Northern School of Contemporary Dance

17. Internationalisation

As a reflection of the nature of employment across the arts sector in Higher Education, there are likely to be a number of participants on the module who are foreign nationals and/or educated in systems outside the UK. Thus, they bring a diverse set of experiences and expectations about higher education. One of the roles of the module is to ensure that participants (professionals across CDD and within the regional HE sector) have a shared understanding of the national (UK) context in which they are teaching. Within this module students will shape work which makes some connection to the wider world in which they live. International students sometimes frame work suitable for their home market, others create work for a UK/European audience. Students have the opportunity to shape their assessment to encompass and explore influences and responses to social and cultural traditions which relate to their own educational journey, if they so wish.

Although the UK sector is explored as a benchmark, Students are encouraged in the module to look at international texts, resources and models of practice to support critical analysis within their own practice. Students are encouraged to frame their work around the context of theory and systems relevant to their workplace and country in which they are working.

Within this module we will ask students to evaluate different ethical regulations surrounding research which apply in differing parts of the world, to support a standard of good ethical and moral practice.

Learning outcomes and assessment items are intended to be flexible enough for differing influences to be explored as they happen and reflect the cohort population for any particular year.

18. Partner College/Validated Institution

Northern School of Contemporary Dance

19. University School responsible for the programme

School of the Arts

FACULTIES SUPPORT OFFICE USE ONLY

Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.

Date approved	Major/minor revision	Start date of the delivery of revised version	Section revised	Impacts PLOs (Q6&7 cover sheet)
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MODULE SPECIFICATION
