

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	M17
2.	Title:	Auditing and Leading Improvement
3.	Credit points:	60
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	TBC
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	None
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	
9.	Aims:	
		Auditing and Leading Improvement aims to enable students to understand the possibilities, complexities and challenges involved in successful implementation of a project linked to developing inclusive provision for pupils. Students will complete a self-evaluation of their setting in relation to an area of inclusive provision, which takes into account the views of a range of stakeholders and uses data where appropriate and use this to inform and implement a school-based change successfully. Students will have developed the skills to design a thorough and appropriate implementation plan that leads to in-school change, which will positively develop inclusive practice.
10	Learning outcomes: <i>(Knowledge and Skills sections can be merged if appropriate)</i>	
		On successful completion of this module, students will have: <ol style="list-style-type: none"> 1. Developed a systemic understanding of the evidence base, concepts and theoretical frameworks around successful implementation practices. 2. Advanced knowledge of how to operate at a senior level to implement specific developments to the SEND and inclusion provision in their school by applying strategic management approaches. 3. Systematically investigated and critically evaluated their own school context, in terms of the quality and impact of provision for pupils with SEND or inclusion needs. 4. Conducted thorough audits of their provision, taking responsibility for leading the systematic and critical evaluation of their own and others' capabilities, performance and development. 5. Developed advanced interpersonal skills to strategically work with stakeholders to prepare and articulate an implementation plan.

	<p>6. Designed, developed and delivered changes that have a wide impact on SEND and inclusion provision in their school.</p> <p>7. Critically evaluated the implementation of these changes to ensure it is sustained, and that developments to provision can endure over time.</p>
11	<p>Syllabus:</p> <p>The syllabus is arranged around 5 core themes:</p> <ul style="list-style-type: none"> ● Leading change - Understanding the principles of good implementation and how they apply to developing the provision for pupils with SEND. ● Explore - Developing the ability to self-evaluate, to consider effective programmes or practices and to apply them to an individual school's context. ● Prepare - Undertaking a thorough, analytical and broad approach to the preparation of a piece of whole-school change. ● Deliver - Monitoring progress and making intelligent adaptations to maximise the purpose and impact of a given programme. ● Sustain - Leading change over time, informed by accurate evaluation of impact.
12	<p>Learning and teaching strategy:</p> <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. ● Allows students to manage and track their progress through the activities and assessments. ● Allows the flexibility for students to work at their own pace, around their individual schedule and to revisit all materials at any point in their studies. ● Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>These are supported by activities that promote review and reflection and provide access to relevant theory, policy, case study and exercises. There is access to supporting content including:</p> <ul style="list-style-type: none"> ● Directed reading of selected papers, book chapters, specialist online materials. ● Use of case study examples, videos and other learning materials. ● Practical activities and reflection on own practice, structured through 'learning log' online entries. <p>Campus Online also supports a collaborative learning environment with:</p>

	<ul style="list-style-type: none"> Fellow students via online discussions to problem-solve issues raised by delegates from real-life settings, to critically analyse ideas and research, and respond to practical case studies. Interaction with tutors including receiving formative feedback, and more general support (for learning, technical questions and course administration) via private messaging and forums. Both students and tutors via webinars (both live and recorded) by tutors and visiting professionals and academics. 																																		
13	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Self evaluation questionnaires to self-check knowledge and understanding through the module.</p> <p>All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.</p>																																		
	<p>(b) Summative assessment scheme</p> <table border="1" style="width: 100%;"> <tr> <td colspan="5"> <p>Task 1: Practice Analysis Portfolio including:</p> <ul style="list-style-type: none"> A 1000 word analysis of the strengths and limitations of the self-evaluation of provision undertaken within this course, and the potential implications for effective implementation Evidence of a thorough understanding of current school context, informed by key stakeholders and by data where appropriate, relevant to this piece of whole-school change An implementation plan Evidence of the successful (or otherwise) implementation of the planned change </td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>50%</td> <td>6000 words</td> <td>3, 4, 5</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module</td> </tr> <tr> <td colspan="5"> <p>Task 2: Critical Analysis: An analysis of the application of implementation science to the development of inclusive provision, including critical analysis of the delivery of the planned change.</p> </td> </tr> <tr> <td>Weighting</td> <td>Specification e.g. word count / duration / no. of pages</td> <td>LO mapped to</td> <td>Anonymously marked</td> <td>Ethics approval required</td> </tr> <tr> <td>25%</td> <td>3000 words</td> <td>1, 2, 7</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes</td> <td><input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student</td> </tr> </table>					<p>Task 1: Practice Analysis Portfolio including:</p> <ul style="list-style-type: none"> A 1000 word analysis of the strengths and limitations of the self-evaluation of provision undertaken within this course, and the potential implications for effective implementation Evidence of a thorough understanding of current school context, informed by key stakeholders and by data where appropriate, relevant to this piece of whole-school change An implementation plan Evidence of the successful (or otherwise) implementation of the planned change 					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	50%	6000 words	3, 4, 5	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student <input type="checkbox"/> Yes – group approval <input type="checkbox"/> Yes – whole module	<p>Task 2: Critical Analysis: An analysis of the application of implementation science to the development of inclusive provision, including critical analysis of the delivery of the planned change.</p>					Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required	25%	3000 words	1, 2, 7	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes – individual student
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Task 3: Reflective Analysis: A reflective journal that addresses each of the 4 steps in the implementation cycle, relevant to this piece of whole-school change.				
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In order to pass the module, the student will be required to achieve either: <ul style="list-style-type: none"> <input type="checkbox"/> an overall aggregate of grade 16; <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component x an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component <input type="checkbox"/> an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component 				
Seen examination		0%		
Unseen examination		0%		
Coursework (no examination)		100%		
14	Timetabled examination required	Yes <input type="checkbox"/> No x		
15	Length of exam	0 hours		
16	Learning materials	<p>All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>Additional learning materials can be accessed via EBSCO.</p> <p>Department for Education (2017) <i>Evidence-informed teaching: evaluation of progress in England</i> [online] Available at https://www.gov.uk/government/publications/evidence-informed-teaching-evaluation-of-progress-in-england</p> <p>Education Endowment Foundation (2020) <i>Review of evidence on implementation in education Protocol for an evidence review</i> [online] Available at https://d2tic4wvo1iusb.cloudfront.net/documents/pages/EEF-Implementation-in-education-review-protocol.pdf?v=1681843090</p>		

		<p>Goldacre, B. (2013) 'Building evidence into education' (2013) <i>14-19 Learning & Skills Bulletin</i>, (83), pp. 6–7.</p> <p>Harn, B., Parisi, D. and Stoolmiller, M. (2013) 'Balancing Fidelity With Flexibility and Fit: What Do We Really Know About Fidelity of Implementation in Schools?', <i>Exceptional Children</i>, 79(2), pp. 181–193</p> <p>Nadeem, E. , Saldana, L, Chapman, J., & Schaper, H. (2018) A Mixed Methods Study of the Stages of Implementation for an Evidence-Based Trauma Intervention in Schools. <i>Behavior Therapy</i>, Volume 49, Issue 4, Pages 509-524</p> <p>Webster, A., McNeish, D., & Scott, S. (2012) What influences teachers to change their practice? A rapid research review. <i>National Centre for Social Research for CUBeC</i> [online] Available at https://www.bristol.ac.uk/media-library/sites/cubec/migrated/documents/pr7.pdf</p>
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In addition, for in-house, joint and franchised programmes only

17	UNISTATS - assessment	
.	Please indicate summary of the following assessment types #:	
	COURSEWORK%
	EXAM%
	PRACTICAL%
18	UNISTATS – learning and teaching	
.	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	
	For Apprenticeship programmes, this is University-led Off The Job hours.	
	The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad).	
	Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance):	
	For Apprenticeship programmes, this is Employer-led Off The Job hours.	
	Independent Study (Time students will be required to complete independent study).	
	The proposed number of hours a student should complete independent study:	

	For Apprenticeship programmes, this is Apprentice-led Off The Job hours.							
19	Module run (NB These should be set up four years in advance):							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner
20	Timetabling information:							
	(a) Please indicate which teaching activities will be offered in this module*:							
	LECTURE (LEC)				YES/NO			
	SEMINAR (SEM)				YES/NO			
	LABORATORY (LAB)				YES/NO			
	WORKSHOP (WRK)				YES/NO			
	(b) Timetabled				YES/NO			
(c) Student centrally allocated				YES/NO				

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	PgDip/MEd SEND and Inclusion	Optional
	PgDip/MEd SEND and Inclusion: Assessment	Optional
	PgDip/MEd SEND and Inclusion: Autism	Optional
	PgDip/MEd SEND and Inclusion: Pastoral	Optional
	PgDip/MEd Inclusive Educational Leadership	Optional

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)