



Module Specification

Classroom Based Enquiry: Secondary Education (level 3)

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Part 1: Information

Module title: Classroom Based Enquiry: Secondary Education (level 3)

Module code: UTLGSA-30-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

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: Yes

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: Formative interrogation and use of data to improve pupil attainment.

Practitioner classroom-based research: methodologies and methods; ethics; theory and examples of small-scale action enquiries. Evidence-based professional knowledge and professional learning communities.

Current national educational policy, curriculum and priority areas Curriculum, pedagogy and assessment.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/college placement-based work, technology-enhanced learning through online engagement and e-mail contact. Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading.

Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.

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

MO1 Understand the importance to continuing improvements in teaching practice and design and outcomes for learners, of engagement with data, research, literature and other professional sources.

MO2 Know how to plan and conduct a small-scale, classroom-based 'action enquiry' in a systematic and independent way using primary and secondary sources and appropriate ethical and methodological approaches

MO3 Can articulate a rationale for how planned interventions in their subject teaching are informed by an understanding of how young people learn

MO4 Are able to be self-critical and capable of adopting a critically ethical stance in relation to their practice and research;

MO5 Know how to use local and national statistical data to evaluate the effectiveness of their teaching and plan and implement further interventions to support learners' attainment;

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

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

Part 4: Assessment

Assessment strategy: This module offers the opportunity to identify, plan and action a small scale action enquiry that can be undertaken with a class/group of young people. The theme for the enquiry will focus on individual training needs and/or current national educational priorities and/or school improvement. The theme for the action enquiry to be selected from a menu of topics including national priority areas and linked to individual training needs and/or school improvement priorities.

Evidence of background reading will be represented in an annotated bibliography. The Subject or Senior Mentor in the school and the UWE supervisor will provide feedback on the proposal. The intervention will be carried out in the school placement.

Assessment components:

Written Assignment (First Sit)

Description: (Pass/Fail) A written evaluation of the classroom-based enquiry (3,750 words).

Weighting: 50 %

Final assessment: No

Group work: No

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

Written Assignment (First Sit)

Description: (Pass/Fail) A written enquiry proposal (1250 words) which the trainee will be required to talk through and answer questions on.

Weighting: 50 %

Final assessment: Yes

Group work: No

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

Written Assignment (Resit)

Description: (Pass/Fail) A written evaluation of the classroom-based enquiry (3,750 words).

Weighting: 50 %

Final assessment: No

Group work: No

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

Written Assignment (Resit)

Description: (Pass/Fail) A written enquiry proposal (1250 words) which the trainee will be required to talk through and answer questions on.

Weighting: 50 %

Final assessment: Yes

Group work: No

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

Part 5: Contributes towards

This module contributes towards the following programmes of study: