



MODULE SPECIFICATION

Part 1: Information			
Module Title	Classroom Based Enquiry: Secondary Education		
Module Code	UTLGRV-30-M	Level	Level 7
For implementation from	2019-20		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Arts Creative Industries & Education	Field	Secondary Education and Lifelong Learning
Department	ACE Dept of Education and Childhood		
Contributes towards			
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Educational Aims: See Learning Outcomes</p> <p>Outline Syllabus: Formative interrogation and use of data to improve pupil attainment</p> <p>Practitioner classroom-based research: methodologies and methods; ethics; theory and examples of small-scale enquiries</p> <p>Evidence-based professional knowledge and professional learning communities</p> <p>Current national educational policy, curriculum and priority areas</p> <p>Curriculum, pedagogy and assessment</p>

STUDENT AND ACADEMIC SERVICES

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

Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/setting placement-based work, subject knowledge workshops, , 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.

Part 3: Assessment

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 as part of the talk through of the proposal. The intervention will be carried out in the school placement.

All students must have completed a UWE Application for ethical review of research involving human participants form (adapted for the Department of Education and Childhood) and had this approved and signed off by their supervisor before beginning their research. If the supervisor has any concerns which cannot be resolved with the tutee then the ethical review will be passed to the Module Leader and then potentially to the Faculty Research Ethics Committee to consider. Any subsequent changes to the project need to appear as amendments to the Ethical Review form and resubmitted to the Supervisor for approval and re-signing. The completed Ethical Review form must be included in the assignment submission.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		100 %	A written evaluation of the classroom-based enquiry (3,750 words). The completed Ethical Review form must be included in the assignment submission.
Written Assignment - Component A	✓	0 %	A written enquiry proposal (1250 words) which the trainee will be required to talk through and answer questions on. Pass/Fail
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component B		100 %	A written evaluation of the classroom-based enquiry (3,750 words). The completed Ethical Review form must be included in the assignment submission.
Written Assignment - Component A	✓	0 %	A written enquiry proposal (1250 words) which the trainee will be required to talk through and answer questions on. Pass/Fail

STUDENT AND ACADEMIC SERVICES

Part 4: Teaching and Learning Methods		
Learning Outcomes	On successful completion of this module students will be able to:	
	Module Learning Outcomes	
	MO1	Understand the importance to continuing improvements in teaching practice. design and outcomes for young children, of engagement with data, research, literature and other professional sources
	MO2	Know how to plan and conduct a small-scale, classroom-based 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
Contact Hours	Contact Hours	
	Independent Study Hours:	
	Independent study/self-guided study	228
	Total Independent Study Hours:	228
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	72
	Total Scheduled Learning and Teaching Hours:	72
	Hours to be allocated	300
	Allocated Hours	300
	Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/utlgrv-30-m.html</p>

