



Module Specification

Classroom-Based Enquiry: Primary Education (Level 3)

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Contents

| | |
|--|----------|
| Module Specification | 1 |
| Part 1: Information | 2 |
| Part 2: Description | 2 |
| Part 3: Teaching and learning methods | 3 |
| Part 4: Assessment..... | 4 |
| Part 5: Contributes towards | 6 |

Part 1: Information

Module title: Classroom-Based Enquiry: Primary Education (Level 3)

Module code: UTXGS6-30-3

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: Education - Non Modular

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: Core Teaching in Primary Education 2022-23

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: Foundation subject knowledge and curriculum understanding

Specialist subject and subject pedagogical knowledge

Formative interrogation and use of data to improve children's attainment

Practitioner classroom-based research: methodologies and methods; ethics; theory and case studies of practice

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/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, working on personal subject knowledge, preparation for and completion of assignments.

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 Have a secure knowledge of the Foundation subjects in the curriculum and understand their importance to children's holistic development, how to foster and maintain pupils' interest in the subjects, and address misunderstandings

MO3 Evaluate different models of learning relating to the acquisition of knowledge, or skills, and discrete teaching vs cross-curricular teaching

MO4 Understand the role of the subject leader and have a deep understanding of the specific pedagogical knowledge related to their specialist subject/area.

MO5 Know how to plan and conduct a small-scale enquiry in a systematic and independent way, using primary and secondary sources and appropriate ethical and methodological approaches

MO6 Can articulate a rationale for how planned interventions in their teaching are informed by an understanding, underpinned by literature, of how children learn

MO7 Know how to use local and national statistical data to evaluate the effectiveness of their teaching and plan and implement further interventions to support children's 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: The module will be assessed in two assessment tasks. The first task focuses on trainees understanding of the foundation subjects and the relationship with cross curricula teaching and learning. Different models of cross

curricula learning are to be explored, as will subject integrity and pedagogical approaches to learning.

Task two of the assessment for this module will explore trainees understanding of policy, practice and issues within a specialist area. Trainees will be required to engage in and evaluate a small-scale enquiry with this focus.

Assessment components:

Presentation (First Sit)

Description: Presentation 10 minutes. PASS/FAIL

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (First Sit)

Description: Written evaluation (3750 words). PASS/FAIL

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO4, MO5, MO6, MO7

Presentation (Resit)

Description: Presentation 10 minutes. PASS/FAIL

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (Resit)

Description: Written evaluation (3750 words). PASS/FAIL

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO4, MO5, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study: