



Module Specification

Contextual Inquiry

Version: 2025-26, v3.0, Approved

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Part 1: Information

Module title: Contextual Inquiry

Module code: UTLGXG-30-M

Level: Level 7

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module supports students to explore the context, curriculum, theory, pedagogical approaches and practices of their own roles, and to reflect on and develop their understanding and competencies as practitioners.

Features: Not applicable

Educational aims: Support students to critically evaluate theories underpinning a range of best practice pedagogical approaches used internationally including how

these could inform practice in their professional context, age phases and academic discipline/s.

Provide opportunities for students to critically engage with evidence-based approaches to planning, teaching and assessing learner progress in their professional context, age phases and academic discipline/s.

Provide students with the skills to evaluate the educational impact of their pedagogic choices on all learners in their contexts and to identify appropriate further professional development needs.

Support students to examine and analyse the curriculum used in their professional context and how this is experienced by learners.

Support students to understand the policy, cultural and social contexts of learners' lives in their own professional setting and how they might respond to these as educators.

Outline syllabus: Their role/s and identity.

Exploring their curriculum.

Curriculum in context – across subjects.

Wider context of Global education.

Theories relating to subject/phase.

Leadership.

Identifying own subject/teaching development needs, action planning and reflection.

Subject/phase pedagogical approaches.

Evaluating and promoting learner progress.

Fact-finding from learners and learning communities.

Part 3: Teaching and learning methods

Teaching and learning methods: Teaching and learning methods will include a mix of activities including recorded content, webinars, tutorials, readings, tasks and activities alongside independent study and tutor support.

Students will work with a tutor to action plan according to their own needs and to reflect on their activities and progress.

There is an expectation that students will link their academic studies to their professional development and practice throughout.

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

MO1 Articulate a critical engagement with policy and literature relating to a variety of contemporary pedagogical approaches and frameworks, including the English curriculum and their implications for practice.

MO2 Evaluate personal values, beliefs and experiences and consider the implications of these in their roles as educators.

MO3 Evidence a critical understanding of the ways in which the policy, cultural and social contexts of education and of students' lives can influence their learning, behaviours and well-being.

MO4 Demonstrate an understanding of learner development and how teachers can plan and assess effective teaching which promotes high expectations and progress for all learners.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/utlgxg-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlgxg-30-m.html>

Part 4: Assessment

Assessment strategy: Task A - reflective piece - 12 mins recorded presentation.

Task B - written assignment 3000 words.

Reflection on teaching related to theory with specific focus on the theme to be discussed in the presentation.

Academic engagement with an area of interest, subject based or pedagogical, reflecting on the role of context on the theme 3000 words (Written assignment).

To facilitate success at Masters level, assessments build through each module and are carefully scaffolded and supported.

These include:

Presentation-type assessments as these offer the opportunity for you to develop and refine your competence and confidence in explaining your understanding and ideas to others; a highly valuable transferable skill.

Longer written pieces will support a more in-depth interrogation of personalised educational interests, and support success in future Masters study.

This represents a creative, flexible, student-centred approach to assessment which provides opportunities for more inclusive design and also provides a model of a

range of approaches to consider in your roles as teachers. There is a flexibility in areas of study to ensure that the programme meets everyone's specific needs.

Help will be given to prepare for assessments through the provision of clear guidance, examples, and support from UWE tutors. Feedback from your completed assignments will support your success in your next assignments.

Students will be provided with opportunities for formative feedback.

Assessment tasks:**Reflective Piece (First Sit)**

Description: A reflection on a teaching activity related to theme to be discussed in written assignment (12 mins).

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Written Assignment (First Sit)

Description: Written assignment (3000 words).

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Reflective Piece (Resit)

Description: A reflection on a teaching activity related to theme to be discussed in written assignment (12 mins).

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Written Assignment (Resit)

Description: Written assignment (3000 words).

Weighting: 75 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

International Post Graduate Certificate in Education [Distance] iPGCE 2025-26

International Professional Graduate Certificate in Education [Distance] iProfGCE
2025-26