



Module Specification

Educational Enquiry

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Part 1: Information

Module title: Educational Enquiry

Module code: UTLH3X-60-M

Level: Level 7

For implementation from: 2024-25

UWE credit rating: 60

ECTS credit rating: 30

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 allows participants to reflect on their practice as an educational leader as well as undertake a small scale educational enquiry focused on a context specific challenge.

Features: Not applicable

Educational aims: This module aims to provide learners with the opportunity to evaluate a challenge within their own educational context as well as design and

undertake a small scale educational enquiry exploring the challenge. The module also provides an opportunity for learners to reflect on their learning and practice throughout the programme with a reflective journal as well as an outline of their engagement in development opportunities. The module ends in a professional conversation to revisit the programme aims and evaluate their own personal development during their time on the programme.

Outline syllabus: The content of the module will reflect individual needs of students, but will focus on the development of the learners enquiry in terms of framing the question, methods of data collection, analysis and implications as well as supporting learners in their reflections and collating their evidence of engagement.

Part 3: Teaching and learning methods

Teaching and learning methods: This module offers students a structured and engaging learning journey, guiding them towards the achievement of specific learning outcomes. The content is thoughtfully curated to facilitate active learning, supervised and peer learning, and accessibility.

Content Formats:

- Students will have access to a variety of learning materials including clear written text, diagrams, animations, videos, interactive elements, activities, quizzes, and discussions.
- The diverse formats aim to cater to different learning styles and preferences, ensuring inclusivity and engagement.

Facilitating Active Learning:

- Emphasis is placed on active learning strategies where students are encouraged to apply their understanding through tasks and activities.
- Tasks are designed to be authentic and directly relevant to program learning outcomes, fostering real-world application of knowledge.

Facilitating Supervised and Peer Learning:

- Learners will be allocated a supervisor to support their studies. Support will comprise individual tutorial support (usually 8 hours per learner) as well as larger support opportunities including peer support groups.- Structured online discussion forums provide opportunities for students to engage with peers, share perspectives, and challenge ideas.
- Asynchronous group work, facilitated through platforms like wikis, encourages collaboration and enhances learning through peer interaction.

Ensuring Inclusivity and Accessibility:

- All learning materials adhere to W3C accessibility standards, ensuring compatibility with popular screen-readers and offering alternative formats where necessary.
- Content is designed to be culturally inclusive, avoiding language or imagery that may alienate or exclude any student demographic.

Key Learning Principles:

- Prioritizing Student Learning: The module design focuses on maximizing student engagement and achievement.
- Ensuring Coherent Design: Content is structured in a logical and organized manner to facilitate seamless learning progression.
- Offering Opportunities for Personalization: Students are encouraged to tailor their learning experience to their individual needs and interests.
- Harnessing Technology: Innovative use of technology enhances the learning experience and facilitates interaction.
- Building Communities: Collaborative learning environments foster a sense of community and support among students.

Integration of UWEs Enhancement Framework:

- The module design aligns closely with UWE's Enhancement Framework principles, ensuring a cohesive and student-centred learning experience.
- By integrating these principles, the module aims to promote success-focused learning outcomes and overall student satisfaction.

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

MO1 Critically evaluate and apply theory and research to an educational enquiry.

MO2 Analyse, reflect and evaluate your own professional leadership in practice.

MO3 Design and implement an evidence-based approach to address a challenge in an educational setting.

Hours to be allocated: 600

Contact hours:

Independent study/self-guided study = 528 hours

E-learning/online learning = 72 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/92629B2C-8F2F-C11F-8A47-641EC1AFD8E1.html) via the following link <https://rl.talis.com/3/uwe/lists/92629B2C-8F2F-C11F-8A47-641EC1AFD8E1.html>

Part 4: Assessment

Assessment strategy: The assessment will take the form of the development of an appropriate educational enquiry, negotiated at proposal stage and with their supervisor. The portfolio also includes reflective self-development aspects to allow learners to critically reflect on their journey throughout the programme. This will be documented through a reflective journal and a record of engagement. The enquiry and reflection will be explored through a professional conversation aimed at demonstrating the learners achievement of the learning outcomes of the module as well as reflecting on their achievement of the programme outcomes as a whole.

Formative assessment will be carried out throughout the module by setting regular tasks for students that will assess their grasp of the material covered. Tasks will be reviewed as part of the sessions.

Resit strategy is the same as for the first sit.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio will include the following elements.

- A report on educational enquiry (5000 words)
- A Reflective journal (1000 words)
- Record of engagement and action plan (up to 1000 words)
- Professional conversation (45 mins)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Portfolio (Resit)

Description: Portfolio will include the following elements.

- A report on educational enquiry (5000 words)
- A Reflective journal (1000 words)
- Record of engagement and action plan (up to 1000 words)
- Professional conversation (45 mins)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education Leadership [UWE Online] MA 2023-24