



## **Module Specification**

### **Contextual Inquiry**

Version: 2024-25, v1.0, Approved

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## Part 1: Information

**Module title:** Contextual Inquiry

**Module code:** UTLH43-30-3

**Level:** Level 6

**For implementation from:** 2024-25

**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:** 1.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.

2. 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.

3. 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.

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

5. 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 their own 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, 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, MO3, 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, MO3, 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 Professional Graduate Certificate in Education [Distance] iProfGCE  
2024-25