Module Specification

Curriculum Inquiry

Version: 2026-27, v1.0, Approved

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Part 1: Information

Module title: Curriculum Inquiry

Module code: UTLH4G-30-3

Level: Level 6

For implementation from: 2026-27

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 focuses on developing students' evidence-based knowledge, understanding and skills in teaching and learning in the subject/s and phases appropriate to their programme of study.

Features: Not applicable

Educational aims: 1. Develop students' critical, evidence-based understanding of the application of theories and effective practices in learning and teaching to working

within and across the curriculum and phases.

2. Support students to understand and apply key concepts, curriculum and pedagogical approaches in teaching their subject/s and phases, and to be able to plan for learners' needs and successes.

3. Develop students' knowledge and understanding of the policies (International Teachers' Standards and International Core Content Framework) relating curricula and teaching in England in the appropriate subject/s and phases.

Outline syllabus: Understanding of the Curriculum for England in the relevant subject/s and phases
Key subject pedagogy
Identifying and addressing students own barriers to learning
How to teach subject/s/areas of learning in the relevant phases
Identifying and addressing misconceptions in children's learning
Extending learning to challenge pupils who need this.
Inclusive teaching for all abilities

Part 3: Teaching and learning methods

Teaching and learning methods: Students will engage with this module through a range of tutor-directed teaching and learning approaches, peer engagement and significant independent study. We prioritise learner agency and the development of learning skills and dispositions including research-informed questioning and debate.

Students will work with tutors to action plan according to their own training needs and to evaluate, reflect and re-plan based 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 Demonstrate an evidence-informed understanding of a range of theories and effective practices in learning and teaching within and across the curriculum.

MO2 Apply key concepts, curriculum knowledge and subject-specific pedagogical approaches appropriate to their subject/s and phase/s when planning for learners' needs and progress.

MO3 Analyse relevant curriculum policies, policy contexts and debates relating to teaching in England within their subject/s and/or phase/s.

MO4 Reflect on how curriculum and subject-specific pedagogical choices can support inclusive, coherent and effective learning for diverse learners.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 270 hours

Staff-guided learning = 30 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/index.html

Part 4: Assessment

Assessment strategy: The portfolio will include a scheme or sequence of learning, supported by an evidence-informed rationale for the chosen pedagogical approach. Students will reflect on how their planning responds to learners' needs and supports learner progress within their subject and/or phase.

The portfolio will also include an account of key activities undertaken within the module, including:
subject and/or phase pedagogy, including planning for learners' needs and success; curriculum and context.

This assessment supports the connected module International Practice by enabling

students to apply curriculum and pedagogical learning to their school-based practice context.

Assessment tasks:

Portfolio (First Sit)
Description: Portfolio: Curriculum planning and pedagogical reflection (2,500 words)
Weighting: 100 %
Final assessment: Yes
Group work: No
Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)
Description: Portfolio: Curriculum planning and pedagogical reflection (2,500 words)
Weighting: 100 %
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 Qualified Teacher Status Primary (5-11) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Art and Design (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Biology (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Business (14-19) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Chemistry (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary English (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Geography (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Physical Education (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary History (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Mathematics (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Modern Foreign Languages (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Physics (11-16) [Distance] ProfGCE 2026-27

International Qualified Teacher Status Secondary Computer Science (11-16) [Distance] ProfGCE 2026-27