



## **Module Specification**

### Enquiry into Academic Practice

Version: 2021-22, v2.0, 05 Jul 2021

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## Part 1: Information

**Module title:** Enquiry into Academic Practice

**Module code:** URJNCK-20-M

**Level:** Level 7

**For implementation from:** 2021-22

**UWE credit rating:** 20

**ECTS credit rating:** 10

**Faculty:** Academic Practice Directorate

**Department:** APD Central

**Partner institutions:** None

**Delivery locations:** Frenchay Campus

**Field:** Academic Practice

**Module type:** Professional Practice

**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 explores how participants can develop their role as higher education professionals who use their skills of higher order thinking and critical enquiry to enhance the student experience. It introduces participants to, or enhances participants' current understandings of, a range of critical enquiry methodologies and methods, and how they can be used to enhance academic practice.

**Features:** Participants must be actively engaged in teaching and supporting learning during the course. For participants seeking HEA accreditation as a Fellow of the Higher Education Academy (FHEA) this must be at HE level and must cover a relevant range of duties appropriate to meet the requirements of the UK Professional Standards Framework (UKPSF) at Descriptor 2.

The module pays particular attention to the ethical issues that can arise from engaging in a practitioner/insider enquiry project with research participants who may also be colleagues and students.

**Educational aims:** This module aims to blend theory with practice and prepare participants for work as an academic professional by understanding key elements relevant to undertaking educational enquiry in HE.

**Outline syllabus:** This module centres on participants identifying an area of practice which will benefit from critical enquiry, and then undertaking a related small-scale enquiry-based project. This will draw upon participants' existing skills and experience relevant to enquiry, and facilitate participants in applying these to the context of educational enquiry.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This module will be delivered through a combination of workshops, activities and resources. Participants will engage in independent research and will work on a small-scale enquiry-based project, with meetings and support from a project supervisor.

Across these methods, participants will have the opportunity to consider how best to enhance aspects of their curricula, associated pedagogies and assessments, or their wider academic practice using methods of enquiry. Participants will be supported to explore and develop new approaches to and methods of enquiry, or to develop in a new context the existing approaches and methods with which they are familiar. In doing this, participants will be supported to meet the increasing requirement, across

both research and teaching, to evidence value and impact, and to understand the role of critical enquiry in this process.

**Module Learning outcomes:**

**MO1** Demonstrate a critical and methodological understanding of the scholarship of learning and teaching in Higher Education.

**MO2** Identify educational research questions relevant to their practice and plan and carry out a small-scale enquiry-based project.

**MO3** Reflect critically upon ethical issues within practice-based research, particularly in the context of well-being.

**MO4** Critically evaluate an enquiry-based project to inform a plan for relevant continued integration of the scholarship of teaching and learning into academic practice.

**Hours to be allocated:** 200

**Contact hours:**

Face-to-face learning = 25 hours

Total = 25

**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:** There are several steps to the assessment strategy, focused around a single enquiry project and building towards a final summative assessment. Participants will typically engage with them in the following order:

1) A short presentation of initial enquiry project ideas. This is a formative assessment which is not summatively assessed. It allows participants to begin to explore an area of practice that will benefit from critical enquiry and evidence-based enhancements. It is used as a formative step toward undertaking the project and composing final report, and so the focus is on presenting ideas to others to gain

formative feedback which will aid the participant's project.

2) Ethical approval for the enquiry project.

3) Undertaking the enquiry project. This project will enable the participant's initial ideas to be developed in practice through a small-scale enquiry-based project.

4) A report on the enquiry project. This is the module's summative assessment. This report will highlight the area of practice that has been developed through the small-scale enquiry-based project, the research questions that the project has explored, the methodology and methods used and the initial findings of the project. The report will also include participant reflection and evaluation of this project, and outline of future plans to use the skills of critical enquiry to develop academic practice.

The report on the enquiry project will form the controlled conditions element for this module's assessment. The work-based and individual practice nature of the participant's project, together with formative conversations between participants and tutors throughout the module, mean that it is extremely unlikely that participants would plagiarise others' work.

Presentation and report writing are two key aspects of an academic career and the assessment strategy reflects this clearly. Crediting others' work is a key aspect of academic professionalism, and the importance of this practice will be highlighted throughout module delivery.

### **Assessment components:**

#### **Report - Component A (First Sit)**

Description: Report on the Enquiry Project

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

**Report - Component A (Resit)**

Description: Report on the Enquiry Project

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:

Academic Professional Practice [Jan][PT][Frenchay][1yr] PGCert 2021-22

Academic Professional Practice {Apprenticeship-UWE} [Jan][PT][Frenchay][1yr]  
PGCert 2021-22