



## **Module Specification**

### Contextual Inquiry

Version: 2023-24, v2.0, 07 Feb 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>5</b>

## Part 1: Information

**Module title:** Contextual Inquiry

**Module code:** UTLGXG-30-M

**Level:** Level 7

**For implementation from:** 2023-24

**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

Theories relating to subject/phase

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** Critically evaluate theories underpinning a range of best practice pedagogical approaches used internationally and identify how these could inform practice in their professional context, age phases and academic discipline/s.

**MO2** Critically engage with evidence-based approaches to planning, teaching and assessing learner progress in their professional context, age phases and academic discipline/s.

**MO3** Analyse the educational impact of pedagogical choices made in practice and identify professional development needs emerging from this.

**MO4** Examine and analyse the curriculum used in their professional context and how this is experienced by learners.

**MO5** Critically reflect on the policy, cultural and social contexts of learners' lives in their own professional setting, and how they might respond to these as educators.

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 240 hours

Face-to-face learning = 60 hours

Total = 300

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://readinglists.uwe.ac.uk) via the following link

<https://rl.talis.com/3/uwe/lists/F6DFDE7A-128E-2F4C-DD72-CE20B4BB4AEF.html?lang=en-GB&login=1>

## Part 4: Assessment

**Assessment strategy:** Portfolio to include:

Record of subject knowledge enhancement

Reflective account of activities within the module

Extended work relating to own context & identified needs & interests

Reference to themselves as agents/influencers of change

### Assessment tasks:

#### Portfolio (First Sit)

Description: Portfolio (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

#### Portfolio (Resit)

Description: Portfolio (5000 words)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

## Part 5: Contributes towards

This module contributes towards the following programmes of study:

Post Graduate Certificate in Education International (Secondary) [Frenchay] PGCE  
2023-24

Post Graduate Certificate in Education International (Primary) [Frenchay][Distance]  
PGCE 2023-24