Appendix 3I

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	M10
2.	Title:	Enquiry-based Practice
3.	Credit points:	60
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Dr Jane Yeomans, Dr Mark Turner
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	Students must have completed at least one of the following: M01 National Award for SEN Coordination M13 Evidence and Pedagogy for Inclusion M16 International Award for SEN Coordination M17 Auditing and Leading Improvement M22a Leading Inclusive Practice M22b Leading Inclusive Practice DAPP21-02 Specialist Literacy Teaching - Linking Theory to Practice DAPP22-04 Consulting on Maths-related Difficulties
	(b) Programme restrictions	None
	(c) Level restrictions	PG
	(d) Other restrictions or requirements	
9.	**Aims:** Enquiry-Based Practice aims to develop the skills and knowledge for students to produce culturally relevant and responsive services that make a positive difference. Students will build upon their ability to link theory and practice demonstrated in prior modules by developing an understanding of the process of research, as applied to their own practice. After critically engaging with a body of knowledge related to students' chosen research topic they will carry out a piece of enquiry-based practice allowing them opportunities to reflect on both policy and procedure within their own and other educational settings.	
10.	**Learning outcomes:** *(Knowledge and Skills sections can be merged if appropriate)* On successful completion of this module, the student will be able to: 1. Hold a systemic understanding of research paradigms: positivist, interpretivist and mixed methods	

	2. Critically evaluate which approaches to use in their research design: case study, action research, experimental/quasi experimental, appreciative inquiry 3. Apply The RADIO (Research and Development in Organisations) model. 4. Hold advanced knowledge of a range of methods of data collection 5. Critically evaluate the literature and body of evidence/knowledge related to the topic area of their enquiry. 6. Apply research ethics and codes of conduct as applied to enquiry-based practice. 7. Conduct and write up a literature search related to a specific area of SEND 8. Critique the literature/research evidence base related to a specific area of SEND or inclusive practice that is the focus for their enquiry 9. Design, implement, analyse and write up a piece of enquiry-based practice, including ensuring that all ethical issues are addressed
11.	**Syllabus:** The syllabus is arranged around 5 core themes: U**nderstanding research** ● Research paradigms:qualitative and quantitative, positivist and interpretative, mixed methods ● Case study, action research, experimental/quasi experimental designs and appreciative inquiry ● Features of enquiry-based practice and practitioner research: theory and practice links. **Negotiating your research** ● Negotiating research in your organisation: using the RADIO model. **Planning your research** ● Conducting a literature review of the chosen topic; writing up the review ● Designing a piece of enquiry-based research ● Enquiry and research ethics. ● Data collection methods. **Gathering and analysing data** ● Data collection and analysis **Producing a written account; reflecting on outcomes** ● Writing up a piece of enquiry-based research.
12.	**Learning and teaching strategy:** Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online. Students access the study topics, including the learning activity instructions and supporting content through Campus Online, an integrated environment that: ● Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments.

- Allows students to manage and track their progress through the activities and assessments.
- Enables students to submit their evidence and assignments, and receive feedback from their tutors.

Learning Experiences are based around Practical activities that encourage the student to 'learn to do' rather than 'learn about'. These are supported by other activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.These activities include:

- Reflection on practice, structured through 'learning log' online entries.
- Formative exercises such as multiple choice quizzes with instant feedback, and self assessment scales.
- Problem-based learning scenarios.
- There is access to supporting content including:
  - Directed reading of selected papers, book chapters, specialist online materials.
  - Use of case study examples, videos and other learning materials.

Campus Online also supports a collaborative learning environment with:

- Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets.
- Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums.
- Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics.

13.	**Assessment scheme:**
	(a) Formative assessment scheme

Six tutorials and self evaluation questionnaires to self-check knowledge and understanding through the module.

A 2000 word research proposal which includes ethical consideration **must** be signed off prior to any recruitment of participants or data collection. It has to be given formal ethical approval by a second tutor who has no other knowledge of the delegate.

Delegates will complete a donated proforma that gives details of the following:
- Research questions and aims
- Methodology
- Methods
- Data collection
- Data analysis
- Ethical considerations: voluntary informed consent, right to withdraw, confidentiality

This task to be completed after CA2 has been approved and tutorial 4 has taken place

Additionally three formative tasks are submitted to tutors before their ethics proposal is completed:
- **Research Methodology -** Read examples of research aims and questions. Complete the table by matching each example to a methodological approach: positivist, anti positivist, qualitative and quantitative. Write a 500 word reflective commentary on the strengths and limitations of each methodological approach.
- **Approaches to research** - Choose one suggested research project. Complete a table in order to note key features of the approach, key assumptions about the

nature of knowledge (relate to AP1 which involves looking at positivist, anti positivist, qualitative and quantitative) and how this approach would investigate the selected project focus.Write a 500-word reflective commentary that considers whether one particular approach appeals/does not appeal and the reasons. Reflect on how this activity has helped to focus thinking about your proposed project
- A critique of two published papers that are relevant to the proposed research topic.

All assessments are able to be submitted to tutors ahead of final submission in order to receive formative feedback.

(b) Summative assessment scheme

Task: **Critical Analysis Portfolio**

- Literature review of the topic area for the student's research which demonstrates how key literature is used to formulate research aims and questions for the subsequent enquiry (3000 words)

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	*5000 words*	*5, 7,8*	*X No* ☐ *Yes*	*X No* ☐ *Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

Task: **Practice Analysis :** Account of a piece of enquiry-based SEND practice

Weighting	Specification e.g. word count / duration / no. of pages	LO mapped to	Anonymously marked	Ethics approval required
50%	7000 words or equivalent	*1-4, 6, 9*	*X No* ☐ *Yes*	☐ *No* *X Yes – individual student* ☐ *Yes – group approval* ☐ *Yes – whole module*

In order to pass the module, the student will be required to achieve either:
☐ an overall aggregate of grade 16;
x an overall aggregate of grade 16 with a minimum of grade 16 in each assessment component

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	☐ an overall aggregate of grade 16 with a minimum of grade 17 in each assessment component ☐ an overall aggregate of grade 16 with a minimum of grade of 18 in each assessment component	
	Seen examination	0 %
	Unseen examination	0 %
	Coursework (no examination)	100 %
14.	**Timetabled examination required**	Yes ☐ **No X**
15.	**Length of exam**	0 hours
16.	**Learning materials**	The core reading list for this module can be found on the relevant module page on the Campus Online learning platform. All essential reading materials that are required for the course are available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc. Additional learning materials can be accessed via EBSCO. Cohen, L., Manion, L., and Morrison, K. (2018) *Research Methods in Education*. New York: Routledge. 8th Edition. Robson, C., and McCartan, K. (2016). *Real World Research.* Oxford: Blackwell. Thomas, G. (2009). *How to do your research project*. London: Sage. Timmins, P. Bham, M, McFadyen, J. and Ward, J. (2007). Teachers and consultation: Applying research and development in organisations (RADIO). *Educational Psychology in Practice*, 22, 4, 305-319

In addition, for in-house, joint and franchised programmes only

17.	**UNISTATS - assessment**	
	Please indicate summary of the following assessment types #:	
	COURSEWORK	……..%
	EXAM	……..%
	PRACTICAL	……..%
18.	**UNISTATS – learning and teaching**	
	Please indicate the following proportion of learning and teaching activity (in hours, it should add up to the total credit hours i.e. 30 credits is 300 hours).	
	Scheduled Teaching (e.g. Lecture, Tutorial, Seminar, Practical class, Workshop etc).	

	For Apprenticeship programmes, this is University-led Off The Job hours. The proposed number of scheduled teaching hours:	
	Placement Activity (e.g. placement, work based learning or year abroad). Proposed time on placement. (This can cause the hours to go over the credit hours but this is ok in this instance): For Apprenticeship programmes, this is Employer-led Off The Job hours.	
	Independent Study (Time students will be required to complete independent study). The proposed number of hours a student should complete independent study: For Apprenticeship programmes, this is Apprentice-led Off The Job hours.	

19.	**Module run (NB These should be set up four years in advance):**							
	Academic year	Term	Part of term	Start date	End date	Max student numbers	Campus	Franchise partner

20.	**Timetabling information:**	
	(a) Please indicate which teaching activities will be offered in this module*:	
	LECTURE (LEC)	YES/NO
	SEMINAR (SEM)	YES/NO
	LABORATORY (LAB)	YES/NO
	WORKSHOP (WRK)	YES/NO
	(b) Timetabled	YES/NO
	(c) Student centrally allocated	YES/NO

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
	MEd SEND and Inclusion	Core
	MEd SEND and Inclusion: Assessment	Core
	MEd SEND and Inclusion: Autism	Core
	MEd SEND and Inclusion: Pastoral	Core
	MEd Inclusive Educational Leadership	Core

600X172	MEd Professional Practice in Dyslexia and Literacy	Core
600X178	MEd Professional Practice in Maths-Related Difficulties	Core

Validated collaborative partner (if applicable):
Real Group Ltd

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	
External Examiner(s)	

 # Definition of UNISTATS assessment types:

(For further details see LQEH Section 16)