

Module Specification

Module Summary Information

1	Module Title	Professional Enquiry
2	Module Credits	20
3	Module Level	7
4	Module Code	EDU7342

5	Module Overview
<p>The PGCE Secondary programme provides high quality initial teacher training for those wishing to teach in secondary schools. It combines the nationally and internationally recognised academic award with the recommendation for qualified teacher status (QTS), which is awarded by the Department for Education. This module is for use on different routes towards the award of PGCE with recommendation for QTS.</p> <p>This module, Professional Enquiry, forms an introduction to active examination of professional practice in the workplace and a reflective approach to personal development. It provides a foundation for future study modules and enables you to develop practice-based enquiry skills. Increasing importance is placed on evidence-based enquiry to inform professional development in education, most recently in The Carter Review of Initial Teacher Training (ITT):</p> <p>We believe it is critical that ITT should teach trainees why engaging with research is important and build an expectation and enthusiasm for teaching as an evidence-based profession. International evidence, including the RSA-BERA inquiry (British Education Research Association (BERA), 2014), shows us that high-performing systems induct their teachers in the use, assessment and application of research findings. (2015:8)</p> <p>This module provides opportunities for you as a trainee teacher to conduct a structured enquiry into an area of professional practice that is of direct significance to your current and future professional practice. As well as developing the skills required to undertake this enquiry, in reflecting and disseminating your findings, the intention is that your findings will impact you own and your colleagues' understanding and practice.</p> <p>This module contributes to meeting PSRB requirements, currently the Initial Teacher Training Criteria and Supporting Advice, as published by the Department for Education (DfE) agency, the National College for Teaching and Leadership (NCTL). As such it aligns with the programme philosophy to train high quality teachers to meet the needs of secondary education; teachers who demonstrate commitment, creativity and confidence as the hall marks of the Birmingham City University trained teacher. The focus of this module on professional enquiry supports your development as a teacher and helps you to understand not only why you must address the Teachers' Standards in your professional practice but also how you might address them with increasing competence and sophistication.</p>	

In particular, this module addresses the programme aims to:

- To prepare graduates become outstanding teachers for secondary schools who are committed, creative and confident and who go on to make a significant contribution to the teaching profession.
- Through structured professional practice activities and academic study, to learn and apply subject and professional knowledge to meet the requirements for qualified teacher status at the highest
- To meet the challenges of teaching in the secondary school by drawing together and applying the knowledge, understanding and skills from subject study, pedagogic content knowledge, and education theory, policy and practice.
- To prepare students to directly address the needs of employers by meeting the requirement for high quality subject specialists from a wide range of degree disciplines.
- To understand the nature and scope of a range of subject curricula such as GCSE, iGCSE and International Baccalaureate, and cross-curricula themes such as Diversity, Citizenship and SMSC (Spiritual, Moral, Social and Cultural) education.

This module aligns with the programme learning, teaching and assessment strategy through its use of technology enhanced learning, both generically and subject specifically. The emphasis is on supporting you to conduct your own practice-based enquiry based on an aspect of particular interest or significance to you and, potentially, the professional setting in which the enquiry is conducted. A significant proportion of the module is devoted to your independent study which will include the practical enquiry itself.

6	Indicative Content
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The taught sessions for this module will cover aspects of research such as research design, methods and methodology, and research ethics.

7	Module Learning Outcomes
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On successful completion of the module, students will be able to:

	1	Provide a rationale for practice-based enquiry, based on personal, professional and organisational needs taking into account appropriate research methodologies and ethical approval procedures.
	2	Critically review a range of appropriate literature in relation to the chosen enquiry topic/focus, linking theory to practice.
	3	Gather and analyse workplace evidence using suitable and well-justified data collection methods and discuss implications for future practice
	4	Present your rationale, literature review and workplace evidence in a logically structured format appropriate for a professional audience, using the Harvard referencing system.

8	Module Assessment
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Learning Outcome	Coursework	Exam	In-Person
1 - 4	X		

9 Breakdown Learning and Teaching Activities	
Learning Activities	Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	20
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	70
Private Study (PS) includes preparation for exams	110
Total Study Hours:	200