

M12
Enquiry-based SEND Practice

1.	Module Code	M12
2.	Title	Enquiry-based SEND Practice
3.	Level	7
4.	Credit Points	60
5.	Start Term	Autumn, Spring, Summer
6.	Module Leader	Dr Jane Yeomans, Dr Mark Turner
7.	Accredited by	
8.	Module Requisitions	
	(a) Pre-requisite	120 M level credits
	(b) Programme Restriction	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Automatic deferral	No
10.	<p>Aims</p> <ul style="list-style-type: none"> ● To link theory and practice. ● To develop understanding of the process of research, as applied to students' own practice. ● To promote critical engagement with a body of knowledge related to students' chosen research topic. ● To carry out a piece of enquiry-based practice ● To promote reflective practice. 	
11.	<p>Learning Outcomes</p> <p>Knowledge</p> <p>On successful completion of this module, students will have knowledge of:</p> <ol style="list-style-type: none"> 1. Research paradigms: positivist, interpretivist and mixed methods 2. Approaches to research design: case study, action research, experimental/quasi experimental, appreciative inquiry 3. The RADIO (Research and Development in Organisations) model. 4. A range of methods of data collection 5. The literature and body of evidence/knowledge related to the topic area of their enquiry. 6. Research ethics and codes of conduct as applied to enquiry-based practice. <p>Skills</p> <p>On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 7. Conduct and write up a literature search related to a specific area of SEND 	

	<p>8. Critique the literature/research evidence base related to a specific area of SEND that is the focus for their enquiry</p> <p>9. Design, implement, analyse and write up a piece of enquiry-based practice, including ensuring that all ethical issues are addressed</p>
12.	<p>Syllabus</p> <p>Strand 1: understanding research</p> <p>Research paradigms: qualitative and quantitative, positivist and interpretative, mixed methods</p> <p>Case study, action research, experimental/quasi experimental designs and appreciative inquiry</p> <p>Features of enquiry-based practice and practitioner research: theory and practice links.</p> <p>Strand 2: negotiating your research</p> <p>Negotiating research in your organisation: using the RADIO model.</p> <p>Strand 3: planning your research</p> <p>Conducting a literature review of the chosen topic; writing up the review</p> <p>Designing a piece of enquiry-based research</p> <p>Enquiry and research ethics.</p> <p>Data collection methods.</p> <p>Strand 4: gathering and analysing data</p> <p>Data collection and analysis</p> <p>Strand 5: producing a written account; reflecting on outcomes</p> <p>Writing up a piece of enquiry-based research.</p>
13.	<p>Learning, Teaching and Assessment Strategy</p> <p>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:</p> <ul style="list-style-type: none"> ● 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.

Assessment is through coursework assignments covering the 9 learning outcomes and will be via presentation of a research portfolio, comprising (numbers in brackets refer to learning outcomes assessed):

Critical Analysis 1 (2000 words) A critique of a published paper that includes:

- A succinct summary of the paper and the main findings
- Identification and critique of the research paradigm used
- Critique of the design and methods used
- Critique of findings

Students will be provided with a choice of papers from which they can select one for the critique. (1,2,4)

Critical Analysis 2 (3000 words): 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 (5,7,8)

Practice Analysis 1 (2000 words): Research and ethical proposals. Students 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 proposal must be approved by the student's tutor and another tutor who does not know the student's work. Data collection can only take place after approval. (3,4,6,9)

Practice Analysis 2 (5000 words or equivalent): Account of a piece of enquiry-based SEND practice (3,4,6,9) that includes:

- An introduction, outlining the topic area and including a summary of key literature
- Description of the methodological approach
- Use of the RADIO model as the framework for negotiation and planning
- The way in which research ethics were addressed
- A description and justification of the methods used
- A presentation of the findings based on analysis of the data
- A critical discussion of the outcomes of the research, including identification of future lines of enquiry related to the topic area, reflexivity, an appraisal of the strengths and limitations of the enquiry carried out and reflections on learning and professional practice

The above assessed requirements must be completed in the order shown above, in order to ensure that students draw on key literature to inform research aims and questions, before planning and negotiating their project in more detail.

14.	Assessment Weighting	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%

	Seen examination	%
15.	Timetabled examination required	No
16.	Length of exam	N/A
18.	<p>Learning materials</p> <p>The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.</p> <p>Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.</p> <p>List supplied for revalidation event:</p> <p>Braun, V., & Clarke, V. (2006) Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3 (2): 77-101.</p> <p>Cohen, L., Manion, L., and Morrison, K. (2017) <i>Research Methods in Education</i>. New York: Routledge. 8th Edition.</p> <p>Robson, C. (1993). <i>Real World Research</i>. Oxford: Blackwell.</p> <p>Thomas, G. (2009). <i>How to do your research project</i>. London: Sage.</p> <p>Timmins, P. Bham, M, McFadyen, J. and Ward, J. (2007). <u>Teachers and consultation: Applying research and development in organisations (RADIO)</u>. <i>Educational Psychology in Practice</i>, 22, 4, 305-319</p> <p><u>Recommended</u></p> <p>Arthur, J., Waring, M., Coe, R. and Hedges, L.V. (2012). <i>Research Methods and Methodologies in Education</i>. London: Sage.</p> <p>Boyd, N.M. and Bright, D.S. (2007). Appreciative inquiry as a mode of action research for community psychology, <i>Journal of Community Psychology</i>, Vol.35 (8), p.1019-1036.</p> <p>Cooperrider, D.L. and McQuaid, M. (2012). The Positive Arc of Systemic Strengths: How Appreciative Inquiry and Sustainable Designing Can Bring Out the Best in Human Systems. <i>Journal of Corporate Citizenship</i>. Vol.46 (2), p.1-32.</p> <p>Denscombe, M. (2002). <i>The Good Research Guide</i>. Buckingham: Open University Press.</p> <p>Fink, A. (2010). <i>Conducting Research Literature Reviews</i>. London: Sage.</p> <p>Miles, M. and Huberman, M. (1994). <i>Qualitative Data Analysis</i>. Thousand Oaks: Sage.</p>	

Muijs, D. & Lindsay, G. (2008), Where are we at? An empirical study of levels and methods of evaluating continuing professional development. *British Educational Research Journal*. 34,195-211.

Reason, P., Bradbury-Huang, H. (Eds). (2008) *The Sage Handbook of Action Research*. London: Sage

Ridley, D. (2008). *The Literature Review: A step by step guide*. London: Sage.

Taber, Keith S. (2013). *Classroom-based research and evidence based practice*. London: Sage. Second edition.

Thomas, G. (2011). *How to do your case study*. London: Sage.

Yin, R.K. (2009). *Case Study Research: design and methods*. Thousand Oaks CA: Sage.