M12
Enquiry-based SEND Practice

1.	Short Code	PDT 4822
2.	Title	Enquiry-based SEND Practice
3.	Level	7
4.	Credit Points	60
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: practitioner research
7.	Module Leader	Dr Jane Yeomans, Dr Mark Turner
8.	Accredited by	
9.	Module Requisitions	
	Pre-requisite	120 M level credits
	Programme Restriction	None
	Level restrictions	None
	Other restrictions or requirements	None
10.	Automatic deferral	No
11.	**Aims** - To link theory and practice. - To develop understanding of the process of research, as applied to their own practice. - To promote critical engagement with a body of knowledge related to their chosen research topic. - To carry out a piece of enquiry-based practice also known as practitioner research. - To promote reflective practice.	
12.	**Learning Outcomes** **Knowledge** On successful completion of this module, students will have knowledge of: - Action Research as a framework for enquiry-based practice. - The RADIO (Research and Development in Organisations) model. - A range of methods of data collection. - The literature and body of evidence/knowledge related to the topic area of their enquiry. - Research ethics and codes of conduct as applied to enquiry-based practice. **Skills** On successful completion of this module, students will be able to: <ol start="6"> - Conduct a literature search related to a specific area of SEND. - Critique the literature/research evidence base related to a specific area of SEND that is the focus for their enquiry. - Design, implement and analyse a piece of enquiry-based practice.	
13.	**Syllabus** Approaches to enquiry and research: qualitative and quantitative, positivist and interpretative. Features of enquiry-based practice and practitioner research: theory and practice links. Negotiating research in your organisation: using the RADIO model. Designing a piece of enquiry-based practice: Action Research cycles. Enquiry and research ethics. Data collection methods. Data analysis. Writing up a piece of enquiry-based practice.	

14.	**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. Campus Online is 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. **Assessment** is through coursework assignments covering the 7 learning outcomes and will be via presentation of a research portfolio, comprising (numbers in brackets refer to learning outcomes assessed): **Critical analysis 1 (3000 words):** Overview and critique of RADIO and completed research proposal, showing the way in which the student has identified a topic area for their research and negotiated the implementation of their research within their organisation. The proposal will detail relevant ethical considerations. (1,2,5) **Critical analysis 2 (3000 words):** Literature review of the topic area for the student's research. (4,6,7) **Practice analysis (5000 words or equivalent):** Account of a piece of enquiry-based SEND practice using an Action Research framework (1,3,6,7,8) that includes: • An introduction. • Description of methodological approach.

	• The way in which research ethics were addressed (issues such as consent, confidentiality). • A description and justification of the methods used to collect data. • A presentation of the findings based on an 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 and which emerge from the piece of enquiry-based practice. **Reflective analysis (1000 words or equivalent):** A reflection on the learning achieved by undertaking a piece of enquiry-based SEND practice that includes: ethical considerations in practice and the impact on your own and others' professional practice (1,5,8) Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.	
15.	**Assessment Weighting**	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	100%
	Seen examination	%
16.	Timetabled examination required	No
17.	Length of exam	N/A

18.	**Learning materials** Essential The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include: Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/ Directed use of Module 4.4 Developing Inquiry-based Practice of the Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/ Directed use of appropriate legislation, Government guidance and reports. The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment. The resource bank area of the module website. The following texts will be essential reading for the module as they cover the core concepts and approaches to research: 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, pp.305-319. Cohen, L., Manion, L., and Morrison, K. (2011) *Research Methods in Education.* &th edn. New York: Routledge. Braun, V., & Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology,* 3 (2), pp.77-101. 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,pp.*195-211.

Robson, C. (1993) *Real World Research.* Oxford: Blackwell

British Educational Research Association (BERA) (2004). *Ethical Guidelines for Educational Research.* London: BERA.

Recommended

In order to supplement the source books about research students will be recommended to consult sources specifically related to action research and practitioner research, such as:

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

McNiff, J., Whitehead, J. (2006) *All you need to know about Action Research.* London: Sage Publications.

Indicative Reading

Denscombe, M. (2002) *The Good Research Guide.* Buckingham: Open University Press.

Miles, M. and Huberman, M. (1994) *Qualitative Data Analysis.* Thousand Oaks: Sage.

Ridley, Diana. (2008) *The Literature Review. A step by step guide for students.* London: Sage Publications.

Gile, D. (Ed) (2001) *Getting Started in Interpreting Research.* Philadelphia PA: John Benjamin Publishing Co.

Thomas, G. (2009) *How to do your research project.* London: Sage Publications.