



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Guided Studies				
Module Code	UTTGRW-30-1	Level	1	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	B.A. (Hons.) Education, Learning & Development B.A. (Hons.) Early Childhood B.A. (Hons.) Education & Early Childhood				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Project
Pre-requisites			Co-requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2012		Valid to		

CAP Approval Date	2 nd May 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Identify a range of published sources relevant to the investigation of a specified area of study (Comp A:1/2) Consider the key issues raised in a range of studies within a specified area incorporating theoretical, practice based and policy based sources (Comp A:1/2) Identify the strengths and weaknesses in arguments presented within a specified area incorporating theoretical, practice based and policy based sources (Comp A:1/2) Follow a supported process of enquiry and study to pursue an identified goal (Comp A:1/2) Take responsibility for their own learning accommodating new principles and understandings (Comp A:1/2)
Syllabus Outline	<ul style="list-style-type: none"> Identifying ideas and issues which merit further investigation in a specified area within a programme Searching for relevant academic and policy related sources in the area of study

	<ul style="list-style-type: none"> • Developing an area of enquiry and specifying questions for investigation • Developing a written argument in a specified area
Contact Hours/Scheduled Hours	<ul style="list-style-type: none"> • Teaching and learning will be managed through a range of strategies including lectures, seminars and tutorials. • Contact time will also be composed of virtual forms of communication using email discussion groups, virtual learning environments (VLEs) and other technology-aided means.
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, supervision.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</p> <p>Whole cohort events: 2 hours Seminars (including library workshops): 5 hours Directed study time: 63 hours Tutorials: 2 hours</p>
Reading Strategy*	<p>Essential Reading Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Further Reading Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.</p> <p>Access and Skills Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p> <p>Indicative Reading List The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. CURRENT advice on additional reading will be available via the module guide or Blackboard pages. Students will be encouraged to make full use of opportunities provided by the library to develop their study skills including both face to face training and online learning within the i-skill zone.</p> <p>http://iskillzone.uwe.ac.uk/RenderPages/RenderRoom.aspx?Context=10&Area=8&Room=47</p>
Indicative Reading List	<p>Fairbairn, GJ & Winch, C (2011) <i>Reading, writing and reasoning</i> 3rd edition Maidenhead: Open University Press</p> <p>Levin, P (2004) <i>Write great essays! A guide to reading and essay writing for undergraduates and taught postgraduates</i> Maidenhead: Open University Press</p> <p>Marshall, L & Rowland, S (2006) <i>A guide to learning independently</i> 4th edition Maidenhead: Open University Press</p> <p><i>Further texts will be recommended once the area for study is identified</i></p>

**Please note that this is currently under review and new guidance may be issued in 2012*

Part 3: Assessment	
Assessment Strategy	<p>The assessment strategy for this module is designed to support students' developing knowledge and understanding of a specified area of study of relevance to the programme of study. Through component A 1 students are required to critique a published study as a way of demonstrating their understanding of a particular line of argument and of linking their understanding with alternative studies in the same area. Component A 2 aims to engage students with a range of literature relating to their area of interest and enable them to compare contrasting viewpoints and findings.</p> <p>Assessment Criteria are applied from the following list of criteria developed within the Department of Education and applied across a range of programmes.</p> <p>AL1 :Conceptual Domain (Core)</p> <p>The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.</p> <p>BL1 : Literature Domain: The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.</p> <p>CL1 : Contextual Domain The assignment demonstrates that the student has an awareness of contextual factors (eg personal, locational, historical, political etc) influencing the area of study.</p> <p>DL1 : Research Domain The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.</p> <p>EL1 :Ethical Domain The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study.</p> <p>FL1 : Values Domain The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, the value position of others in relation to the area of study.</p> <p>GL 1: Action Domain: The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p> <p><u>Formative Assessment</u></p> <p>Feedback on students' progress in their studies on this module will be provided during face to face meetings and via on line means.</p>

Identify final assessment component and element	Component A Element 2
First Sit	
Component A (controlled conditions) Description of each element	Element weighting
Element 1 A review of a published article in an area negotiated with the tutor of 2,500 words. Assessment criteria are AL1 Conceptual domain, BL1 Literature domain.	50%
Element 2 A review of literature (2500 words) in relation to a theme negotiated with the tutor and linked to the area explored in component A. Assessment criteria AL1, BL1, plus one other level 1 criteria negotiated with the tutor from the list above	50%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting
Element 1 A review of a published article in an area negotiated with the tutor of 2,500 words. Assessment criteria are AL1 Conceptual domain, BL1 Literature domain.	50%
Element 2 A review of literature (2500 words) in relation to a theme negotiated with the tutor and linked to the area explored in component A. Assessment criteria AL1, BL1, plus one other level 1 criteria negotiated with the tutor from the list above.	50%
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	