



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Guided Studies				
Module Code	UTTGRW-30-1	Level	1	Version	2
Owning Faculty	Arts, Creative Industries and Education	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA (Hons) Early Childhood BA (Hons) Early Childhood with Foundation Year				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2018	Valid to	September 2024		

CAP Approval Date	2 nd May 2012 16 th January 2019
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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 Developing an area of enquiry and specifying questions for investigation Developing a written argument in a specified area

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<p>Contact Hours/Scheduled Hours</p>	<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.
<p>Teaching and Learning Methods</p>	<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>
<p>Reading Strategy*</p>	<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><u>http://iskillzone.uwe.ac.uk/RenderPages/RenderRoom.aspx?Context=10&Area=8&Room=47</u></p>
<p>Indicative Reading List</p>	<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

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Part 3: Assessment	
Assessment Strategy	<p>Assessment and feedback are an integral part of learning and teaching and we prepare and encourage students to formatively self and peer assess as well as providing staff-led assessment opportunities. This will enable students to gain insights into their strengths and areas for development and identify areas to prioritise in their independent study.</p> <p>The article review and the literature review are designed to enable students to choose their field of study and to work carefully with a range of literature to support this. Students should address the same or a similar issue in both element 1 and element 2.</p> <p>Students will be assigned a tutor to support them with their work on this module, and must spend at least 1 hour (or equivalent) in tutorials.</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) 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><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>

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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.	

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First CAP Approval Date	2 nd May 2012			
Revision ASQC Approval Date		Version	1	
	16 th January 2019		2	Link to RIA 12878