



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data

Module Title	Guided Studies				
Module Code	UTTGRX-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA(Hons) Education, Learning & Development BA(Hons) Early Childhood BA(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> <ol style="list-style-type: none"> 1. Identify a range of published sources relevant to the investigation of a specified area of study (Comp A:1/2) 2. Analyse 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) 3. Recognise the competing perspectives apparent in arguments presented within a specified area incorporating theoretical, practice based and policy based sources (Comp A:1/2) 4. Follow a supported process of enquiry and study to pursue an identified goal (Comp A:1/2) 5. Take responsibility for their own learning accommodating new principles and understandings (Comp A:1/2)
Syllabus Outline	<p>Identifying ideas and issues which merit further investigation in a specified area within a programme</p> <p>Searching for relevant academic and policy related sources in the area of study</p> <p>Developing an area of enquiry and specifying questions for investigation</p> <p>Developing a written argument in a specified area</p>
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.

	<ul style="list-style-type: none"> 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 Guided 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 All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and Skills Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. 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>Further literature will be provided once the precise area of study has been identified</p>

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

Part 3: Assessment	
Assessment	The Department of Education views assessment and assessment feedback as an integral

Strategy	<p>part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.</p> <p>This module is available to students in exceptional circumstances and to those who require it as they have taken part in ERASMUS exchange visit</p> <p>Assessment Criteria</p> <p>A: Conceptual Domain (Core) The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p>B: Literature Domain The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.</p> <p>C: Contextual Domain The assignment demonstrates that the student can differentiate contextual factors (eg personal, locational, historical, political etc) influencing the area of study.</p> <p>D: 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 and showing that they can discuss the suitability of alternative approaches.</p> <p>E: Ethical Domain The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these relate to practical cases.</p> <p>F: Values Domain The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, compare it with the value position of others in relation to the area of study.</p> <p>G: Action Domain The assignment demonstrates that the student can identify and articulate 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>
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Identify final assessment component and element	A Element 2
First Sit	
Component A (controlled conditions)	Element weighting
Description of each element	
<p>Element 1</p> <p>A review of a published article in an area negotiated with the tutor of 2,500 words. Assessment criteria AL2, BL2</p>	50%
<p>Element 2</p> <p>A written assignment (2500 words) in relation to a theme negotiated with the tutor and linked to the area explored in component A.</p> <p>Assessment criteria AL2, plus two other criteria negotiated with the tutor from the list above</p>	50%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
<p>Element 1</p> <p>A review of a published article in an area negotiated with the tutor of 2,500 words.</p> <p>Assessment criteria AL2 BL2</p>	50%
<p>Element 2</p> <p>A written assignment (2500 words) in relation to a theme negotiated with the tutor and linked to the area explored in component A.</p> <p>Assessment criteria AL2 plus two other level 1 criteria negotiated with the tutor from the list above</p>	50%
<p>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.</p>	