CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Guided Studies					
Module Code	UTTGRY-30-3		Level	3	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	2nd May 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Identify a range of published sources relevant to the investigation of a specified area of study (Comp A:1/2) • Analyse the key issues raised in a range of studies within a specialised area incorporating theoretical, practice based and policy based sources (Comp A:1/2) • Recognise the competing perspectives apparent in arguments presented within a specified area incorporating theoretical, practice based and policy based sources (Comp A:2) • Identify new concepts within existing frameworks and approaches to a specified area of study (Comp A:2) • Follow a supported process of enquiry and study to pursue an identified goal (Comp A:2) • Take responsibility for their own learning accommodating new principles and understandings (Comp A:1/2)
Syllabus Outline	• 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
Contact Hours/Scheduled Hours	• 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	**Scheduled learning** includes lectures, seminars, tutorials, supervision. **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. Whole cohort events: 2 hours Seminars (including library workshops): 5 hours Directed study time: 63 hours Tutorials: 2 hours
Reading Strategy*	**Essential Reading** It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out. **Further Reading** Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be 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. **Access and Skills** The development of literature searching skills is supported by a Library seminar provided within the first semester and by the Graduate Development Programme at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. 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. **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. However, as indicated above, CURRENT advice on readings will be available via the module guide. 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. **http://iskillzone.uwe.ac.uk/RenderPages/RenderRoom.aspx?Context=10&Area=8&Room=47**
Indicative Reading List	Fairbairn, GJ & Winch, C (2011) *Reading, writing and reasoning* 3rd edition Maidenhead: Open University Press Levin, P (2004) *Write great essays! A guide to reading and essay writing for undergraduates and taught postgraduates* Maidenhead: Open University Press Marshall, L & Rowland, S (2006) *A guide to learning independently* 4th edition Maidenhead: Open University Press Further literature will be provided once the precise area of study has been identified

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

Part 3: Assessment	
Assessment Strategy	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. Formative Assessment Feedback on students' progress in their studies on this module will be provided during face to face meetings and via on line means. **Assessment Criteria** A: Conceptual Domain (Core): The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories. B: Literature Domain: The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas. C: Contextual Domain: The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study. D: Research Domain: The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes. E: Ethical Domain: The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. F: Values Domain: The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study. G: Action Domain The assignment demonstrates that the student can explore the relationship between theory and practice, and use reflection to develop personal theory and/or consider its implications for practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

Identify final assessment component and element	**A Element 2**	

		A:	**B:**
% weighting between components A and B (Standard modules only)			

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 AL3 Conceptual domain, BL3 Literature domain.	50%
Element 2 A written essay (2500 words) in relation to a theme negotiated with the tutor and linked to the area explored in component A. Assessment criteria AL3, plus two other level 3 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 AL3 Conceptual domain, BL3 Literature domain.	50%
Element 2 A written essay (2500 words) in relation to a theme negotiated with the tutor and linked to the area explored in component A. Assessment criteria AL3, plus two other level 3 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.	