University of the West of England
BRISTOL

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Guided Studies					
Module Code	UTTG5S-15-2		Level	2	Version	1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No	
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Department	Education		Module Type	Project		
Contributes towards	BA(Hons) Early Childhood					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
First CAP Approval Date	March 2015		Valid from	September 2015		
Revision CAP Approval Date			Revised with effect from			

Review Date	September 2021

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) • Analyse the key issues raised in a range of studies within a specified area incorporating theoretical, practice based and policy based sources (Comp A) • Recognise the competing perspectives apparent in arguments presented within a specified area incorporating theoretical, practice based and policy based sources (Comp A) • Follow a supported process of enquiry and study to pursue an identified goal (Comp A) • Take responsibility for their own learning accommodating new principles and understandings (Comp A)
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	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 seminars, tutorials and project supervision. **Independent learning** includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module		15

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	8	142	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy	**Essential Reading** It is essential that students read widely in the area they have chosen to study. **Further Reading** Students are expected to identify further 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 Students will be supported by their tutor, and 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. 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 discussed once the precise area of study has been identified

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. A percentage mark will be given to the piece of work. 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 are applied from the following list of criteria developed within the Department of Education and applied across a range of programmes. **A: Conceptual Domain (Core) L2:** The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study. **B: Literature Domain:** L2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task. **C: Contextual Domain:** L2 The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study. **D: Research Domain:** L2 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. **E: Ethical Domain -** L2 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 can be applied. **F: Values Domain:** L2 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.

G: Action Domain: L2 The assignment demonstrates that the student can 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.

H: Negotiated Domain
In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Leader.

Identify final assessment component and element		
	A:	**B:**
% weighting between components A and B (Standard modules only)	**100%**	

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
A review of an article in an area of study negotiated with the tutor of 2,500 words. Assessment criteria: AL2, BL2, plus one other domain agreed with the tutor.	100%
Component B **Description of each element**	**Element weighting** (as % of component)

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
A review of an article in an area of study negotiated with the tutor of 2,500 words. Assessment criteria: AL2, BL2, plus one other domain agreed with the tutor.	100%
Component B **Description of each element**	**Element weighting**

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.