University of the West of England
BRISTOL

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

| Part 1:  Basic Data | | | | | | |
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| Module Title | Guided Studies | | | | | |
| Module Code | UTTGS4-45-3 | | Level | 3 | Version | 1 |
| Owning Faculty | ACE | | Field | Primary, Early Childhood and Education Studies | | |
| Contributes towards | BA(Hons) Education, Learning & Development<br>BA(Hons) Early Childhood<br>BA(Hons) Education & Early Childhood | | | | | |
| UWE Credit Rating | 45 | ETCS Credit Rating | 22.5 | Module Type | Project | |
| Pre-requisites | None | | Co- requisites | None | | |
| Excluded Combinations | None | | Module Entry requirements | | | |
| Valid From | September 2012 | | Valid to | September 2018 | | |

| CAP Approval Date | |
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| | 2nd May 2012 |

| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>• Identify a range of published sources relevant to the investigation of a specified area of study (Comp A:1/2)<br>• 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)<br>• Recognise the competing perspectives apparent in arguments presented within a specified area incorporating theoretical, practice based and policy based sources (Comp A:1/2<br>• Identify new concepts within existing frameworks and approaches to a specified area of study(Comp A:1/2)<br>• Follow a supported process of enquiry and study to pursue an identified goal (Comp A:1/2)<br>• 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<br>• Searching for relevant academic and policy related sources in the area of study<br>• Developing an area of enquiry and specifying questions for investigation |

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| | • 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.<br><br>• 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.<br><br>**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.<br><br>Whole cohort events: 2 hours<br>Seminars (including library workshops): 7 hours<br>Directed study time:  95 hours<br>Tutorials: 4 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.<br><br>**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.<br><br>**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.<br><br>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.<br><br>**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<br><br>Levin, P (2004) *Write great essays! A guide to reading and essay writing for undergraduates and taught postgraduates* Maidenhead: Open University Press<br><br>Marshall, L & Rowland, S (2006) *A guide to learning independently* 4th edition Maidenhead: Open University Press<br><br>*Further literature will be identified once the focus area of study is identified* |

| Part 3:  Assessment |
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| 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. |

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) L3:** 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 L3:** 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 L3:** 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 L3:** 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 L3:** 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 L3:** 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 L3:** 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.

**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 Element 2** |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting** |
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| **Element 1**<br><br>An overview of an area of study negotiated with the tutor of 3,250 words. Assessment criteria are AL3 Conceptual domain, BL3 Literature domain plus one other domain negotiated with the tutor. | 50% |
| **Element 2**<br>A review of literature (3250 words) in relation to a theme negotiated with the tutor and linked to the area explored in component A.<br>Assessment criteria AL3, BL3 plus one other level 1 criteria negotiated with the tutor from the list below. | 50% |

| **Resit (further attendance at taught classes is not required)** | |
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| **Component A** (controlled conditions) | **Element weighting** |

| Description of each element | |
|---|---|
| **Element 1**<br><br>An overview of an area of study negotiated with the tutor of 3,250 words. Assessment criteria are AL3 Conceptual domain, BL3 Literature domain plus one other domain negotiated with the tutor. | 50% |
| **Element 2** A review of literature (3250 words) in relation to a theme negotiated with the tutor and linked to the area explored in component A. Assessment criteria AL3, BL3 plus one other level 1 criteria negotiated with the tutor from the list below. | 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. | |