



## **Module Specification**

### **Guided Studies**

Version: 2023-24, v2.0, 19 Apr 2023

#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>3</b>
<b>Part 4: Assessment.....</b>	<b>4</b>
<b>Part 5: Contributes towards .....</b>	<b>7</b>

## Part 1: Information

**Module title:** Guided Studies

**Module code:** UTTGS4-45-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 45

**ECTS credit rating:** 22.5

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** See Learning Outcomes

**Outline syllabus:** 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

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** 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.

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): 7 hours

Directed study time: 95 hours

Tutorials: 4 hours

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Identify a range of published sources relevant to the investigation of a specified area of study

**MO2** Analyse the key issues raised in a range of studies within a specialised area incorporating theoretical, practice based and policy based sources

**MO3** Recognise the competing perspectives apparent in arguments presented within a specified area incorporating theoretical, practice based and policy based sources

**MO4** Identify new concepts within existing frameworks and approaches to a specified area of study

**MO5** Follow a supported process of enquiry and study to pursue an identified goal

**MO6** Take responsibility for their own learning accommodating new principles and understandings

**Hours to be allocated:** 450

**Contact hours:**

Independent study/self-guided study = 342 hours

Face-to-face learning = 108 hours

Total = 450

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgs4-45-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgs4-45-3.html>

## Part 4: 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) 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.

**Assessment components:**

**Written Assignment (First Sit)**

Description: 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.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Written Assignment (First Sit)**

Description: A review of literature (3,250 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.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Written Assignment (Resit)**

Description: 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.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Written Assignment (Resit)**

Description: A review of literature (3,250 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.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Studies in Education [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22