**CORPORATE AND ACADEMIC SERVICES**

## MODULE SPECIFICATION

| Part 1:  Basic Data | | | | | | |
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| Module Title | INDEPENDENT STUDY (WRITTEN) | | | | | |
| Module Code | UTTGTR-30-2 | | Level | 2 | Version | 1 |
| Owning Faculty | ACE | | Field | PECES | | |
| Contributes towards | FDA INCLUSIVE PRACTICE<br>FDA EDUCATIONAL SUPPORT<br>FDA EARLY YEARS | | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Project | |
| Pre-requisites | | | Co- requisites | | | |
| Excluded Combinations | UTTGTQ-30-2 Independent Study (Presentation), UTLGA7-30-2 Independent Study | | Module Entry requirements | | | |
| Valid From | September 2013 | | Valid to | September 2019 | | |

| CAP Approval Date | 30<sup>th</sup> May 2013 |
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| Part 2:  Learning and Teaching | |
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| Learning Outcomes | On successful completion of this module students will be able to:<br><br>• identified an area of interest, relevance and value to themselves and/or their place of employment;<br>• identified and negotiated a study of appropriate scope and/or depth of enquiry;<br>• demonstrated congruence with intended programme aims and learning outcomes;<br>• followed a systematic, organised and supported route of enquiry and study in pursuance in their identified goal;<br>• produced a final submission for assessment which shows evidence of relevant background reading and a systematic appraisal of the topic to be studied;<br>• taken responsibility for own learning, accommodating new principles and understandings;<br>• communicated effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner. |

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| Syllabus Outline | During the initial phase of the study the focus will be on identifying a specific area and developing a plan, strategy and study programme relevant to the chosen area. Students will embark on a search of relevant literature with tutorial support.<br><br>The module will then develop into central investigative activities with tutorial support.<br><br>The module will then culminate in the development of the submission. For example this could be:<br><br>a) a written report and/or<br><br>b) materials for use by pupils/students and/or<br><br>c) audio or visual materials including computer programmes etc<br><br>d) any other form which is relevant to the subject being studied, subject to the approval of the supporting tutor |
| Contact Hours | Contact time for this module will take the form of independent study guided by supervision from a tutor. It is expected that the tutor will provide the equivalent of 3 hours face to face contact with the student for tutorials in support of their study.<br><br>This will also include the editing of drafts, online engagement and e-mail contact.<br><br>Guided study (group & individual tasks, including online engagement): 4 hours<br><br>Work – related learning activities 68 hours<br>Total contact scheduled hours 52 hours<br><br>QAA guidance is available here<br>http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx |
| Teaching and Learning Methods | Given the varied and eclectic nature of the module the learning approaches will be negotiated between the student and the supporting tutor.<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. This module relies heavily on independent learning organised under the supervision of an academic tutor<br><br>**Workplace learning**: This module will involve reflection and evaluation of the workplace and may comprise of an innovation within the workplace. Students will have the opportunity to build upon their work based learning directly . |
| 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. |

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| | **Key Information Set - Module data** |

| Num ber of credits for this m odule | | | | 30 | |
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| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
|---|---|---|---|---|---|
| 300 | 52 | 148 | 100 | 300 | ✓ |

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

| Total assessment of the module: | | | |
|---|---|---|---|
| | | | |
| | | | |
| Cours ework assessment percentage | | | 100% |
| | | | |
| | | | 100% |

| **Reading Strategy** | **Essential reading:** Students are encouraged to read a wide range of articles and texts concerning the study you wish to engage with some of which are available electronically. There are several texts available which will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.

**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.

**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.

**Indicative reading list:** The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard. |
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| **Indicative Reading List** | BEDFORD, D (2006) *Study skills for foundation degrees* London: Fulton<br>BELL, J.(1999, 3rd Edn.) *Doing your Research Project*. Buckingham: OUP |

| | London: Centre of Information on Language Teaching and Research |
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| | COTTRELL, S (2008) *The study skills handbook* London: Palgrave |
| | FAIRBAIRN, G.J. & WINCH, C. (1996), *Reading, Writing & Reasoning: a Guide for Students*, Buckingham: OUP |
| | SHARPE, J.A. & HOWARD, K. (2002) *The Management of a Student Research Project*, (3rd Ed), Aldershot: Gower |
| | MARSHALL, L. & ROWLAND, S. (1993) *A Guide to Learning Independently*, (2nd Ed), Buckingham: OUP |
| | WILLIAMS, K. (1999) *Developing Writing Skills* Oxford: Oxford Centre for Staff Development |
| | Additional readings and websites will be identified by the tutor, with reference to the area of study. |

| Part 3: Assessment | |
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| Assessment Strategy | The Department of Education views assessment and assessment feedback as an integral 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.<br><br>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.<br>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2012-13<br><br>Assessment Criteria adhered to within the Education Department are as follows for level 2 :<br>**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.<br>**B: Literature Domain –** The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.<br>**C: Contextual Domain –** The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.<br>**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.<br>**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.<br>**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.<br>**G: Action Domain -** 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. |
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| Identify final assessment component and element | | | |
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| | | **A:** | **B**: |
| **% weighting between components A and B** (Standard modules only) | | **100%** | |

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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
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| The module will be assessed by the submission of an appropriate study, which is the equivalent of 5,000 words.<br><br>**Assessment criteria:**<br>**AL2**<br>together with two other level 2 criteria negotiated with the tutor chosen from BL2 / CL2 / DL2 / EL2 / FL2 / GL2 | 100 |

| **Resit (further attendance at taught classes is not required)** | |
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| **Component A** (controlled conditions)<br>**Description of each element** | **Element weighting**<br>**(as % of component)** |
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| The module will be assessed by the submission of an appropriate study, which is the equivalent of 5,000 words.<br><br>**Assessment criteria:**<br>**AL2**<br>together with two other level 2 criteria negotiated with the tutor chosen from BL2 / CL2 / DL2 / EL2 / FL2 / GL2 | 100% |
| 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. | |