



## **Module Specification**

### **Independent Study (Written)**

Version: 2023-24, v2.0, 21 Dec 2022

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## Part 1: Information

**Module title:** Independent Study (Written)

**Module code:** UTTGTR-30-2

**Level:** Level 5

**For implementation from:** 2023-24

**UWE credit rating:** 30

**ECTS credit rating:** 15

**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:** Independent Study (Presentation) 2023-24, Independent Study 2023-24

**Co-requisites:** None

**Continuing professional development:** No

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

## Part 2: Description

**Overview:** Not applicable

**Features:** Excluded Combinations: UTTGTQ-30-2 Independent Study (Presentation), UTLGA7-30-2 Independent Study

**Educational aims:** See learning outcomes.

**Outline syllabus:** 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.

The module will then develop into central investigative activities with tutorial support.

The module will then culminate in the development of the submission. For example this could be:

a written report and/or

materials for use by pupils/students and/or

audio or visual materials including computer programmes etc

any other form which is relevant to the subject being studied, subject to the approval of the supporting tutor

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

**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.

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

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 .

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.

This will also include the editing of drafts, online engagement and e-mail contact.

Guided study (group & individual tasks, including online engagement): 4 hours

Work – related learning activities 68 hours

Total contact scheduled hours 52 hours

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

**MO1** Identified an area of interest, relevance and value to themselves and/or their place of employment

**MO2** Identified and negotiated a study of appropriate scope and/or depth of enquiry

**MO3** Demonstrated congruence with intended programme aims and learning outcomes

**MO4** Followed a systematic, organised and supported route of enquiry and study in pursuance in their identified goal

**MO5** Produced a final submission for assessment which shows evidence of relevant background reading and a systematic appraisal of the topic to be studied

**MO6** Taken responsibility for own learning, accommodating new principles and understandings

**MO7** Communicated effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 248 hours

Face-to-face learning = 52 hours

Total = 300

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

## Part 4: Assessment

**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.

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. Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2012-13

Assessment Criteria adhered to within the Education Department are as follows for level 2 :

**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.

**Literature Domain** – The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

**Contextual Domain** – The assignment demonstrates that the student can differentiate contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.

**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.

**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.

**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.

**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

### **Assessment components:**

#### **Written Assignment (First Sit)**

Description: Study (equivalent to 5000 words)

Assessment criteria:

AL2

together with two other level 2 criteria negotiated with the tutor chosen from

BL2 / CL2 / DL2 / EL2 / FL2 / GL2

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

#### **Written Assignment (Resit)**

Description: Study (equivalent to 5000 words)

Assessment criteria:

AL2

together with two other level 2 criteria negotiated with the tutor chosen from  
BL2 / CL2 / DL2 / EL2 / FL2 / GL2

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

### **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Inclusive Practice [UCW] FdA 2022-23

Educational Support [Frenchay] FdA 2022-23