



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Independent Study				
Module Code	UTLGA7-15-M	Level	M	Version	1.1
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	Yes
Owning Faculty	ACE	Field	Secondary and Lifelong Learning		
Department	Education	Module Type	Project		
Contributes towards	PG Cert Education PG Cert Education (Teaching & Learning in Higher Education) PG Dip Education MA Education				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	Oct 2014	Valid to			

<b>CAP Approval Date</b>	Nov 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify an area of interest, relevance and value to themselves and/or their place of employment (Component A);</li> <li>2. identify and negotiate a study of appropriate scope and/or depth of enquiry(Component A);</li> <li>3. demonstrate congruence with intended programme aims and learning outcomes(Component A);</li> <li>4. follow a systematic, critical and analytical route of enquiry and study in pursuance in their identified goal(Component A);</li> <li>5. produce a final submission for assessment which shows evidence of relevant background reading and a critical analysis and evaluation of the topic studied (Component A);</li> <li>6. develop a critical stance on contextual issues, showing evidence of more than one perspective(Component A);</li> <li>7. take independent and self-critical responsibility for their own work (Component A);</li> </ol>

Syllabus Outline	<p>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.</p> <p>The module will then develop into central investigative activities with tutorial support.</p> <p>The module will culminate in the development of the submission through negotiation with the tutor.</p>
Contact Hours	Each student will be allocated a personal tutor who will provide individual tutorials and guidance for study.
Teaching and Learning Methods	<p>Given the varied and eclectic nature of the module the learning approaches will be negotiated between the student and the supporting tutor.</p> <p><b>Students accessing scheduled learning</b> could include lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops; fieldwork; external visits; or work based learning</p> <p><b>Independent learning</b> includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p>
Key Information Sets Information	N/A for M level
Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any <b>essential reading</b> will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If <b>further reading</b> is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
Indicative Reading List	<p>Arthur, J., and Peterson, A., (2012), <i>The Routledge Companion to Education</i>, London: Routledge.</p> <p>Avis, J., (2007), <i>Education, Policy and Social Justice: Learning and Skills (Continuum Studies in Lifelong Learning)</i>, London: Continuum.British Educational Research</p>

	<p>Association (BERA), (2011), <i>Ethical Guidelines for Educational Research</i>, London: BERA</p> <p>Booth, A., Papaioannou, D., and Sutton, A., (2012), <i>Systematic approaches to a successful literature review</i>, London: Sage.</p> <p>Cottrell, S., (2011), <i>Critical Thinking Skills, Developing effective analysis and argument</i>, 2<sup>nd</sup> Ed, London: Palgrave Macmillan</p> <p>Denscombe, M., (2014), <i>The Good Research Guide for small-scale research projects</i>, 5<sup>th</sup> Edition, Maidenhead: Open University Press</p> <p>Hart, C.,(2001), <i>Doing a Literature Search</i>, London: Sage Publications</p> <p>Hart, C., (2009), <i>Doing a Literature Review</i>, (2<sup>nd</sup> Ed), London: Sage Publications</p> <p>Hayes, D., (2004), <i>The Routledge Guide to Key Debates in Education</i>. London: Routledge</p> <p>Hicks, D., (2012), The future only arrives when things look dangerous. Reflections on futures thinking in the UK, <i>Futures</i>, 44 (1), 4-13</p> <p>James, D., and Biesta, G., (2007), <i>Improving learning cultures in further education</i>. London: Routledge</p> <p>Sinclair, C., (2010), <i>Grammar: a friendly approach</i>, (2nd Ed), Maidenhead: Open University Press.</p> <p>Taylor, E.W., (2007) An update of transformative learning theory: a critical review of the empirical research (1999-2005) <i>International Journal of Lifelong Education</i> 26, no 2, 173-191</p> <p>Marshall, L. &amp; Rowland, S. (2006) <i>A Guide to Learning Independently</i>, (4th Ed), Buckingham: OUP.</p> <p>Additional readings and websites will be identified by the tutor, with reference to the area of study.</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The module will be assessed by the submission of an appropriate study which is the equivalent of 2,000 words. This will be negotiated with the tutor; and guidance from the module leader will be sought if required. For example this could be:</p> <ul style="list-style-type: none"> <li>a) a written report and/or</li> <li>b) materials for use by pupils/students and/or</li> <li>c) audio or visual materials including computer programmes etc.</li> </ul>

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

Students will provide a witnessed declaration of authenticity of their work from a line manager or appropriate colleague.

Documentation generated in the process of producing the assignment will be made available upon request.

**Assessment criteria:**

**A LM: Conceptual Domain (Core):** 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 showing the ability to synthesise and/or transform ideas in the process of developing an argument.

Students will select two other level M criteria negotiated with the tutor, chosen from below:

**B LM: Literature Domain:** The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.

**C LM: Contextual Domain:** 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 and is able to critically engage with the contextual significance.

**D LM: Research Domain:** The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic and reflexive manner, identifying and explaining methodological and epistemological issues around the research process and critically analysing and evaluating research outcomes.

**ELM: Ethical Domain:** 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. In addition, there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions.

**FLM: Values Domain:** 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, and critically evaluate associated claims to knowledge.

	<p><b>GLM: Action Domain:</b> The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes.</p> <p><b>HLM: Negotiated Domain:</b> 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 Module Leader.</p>
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Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	100%	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
The module will be assessed by the submission of an appropriate study which is the equivalent of 3,000 words	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
N/A		

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
The module will be assessed by the submission of an appropriate study which is the equivalent of 3,000 words	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
N/A		
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.		