



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Guided Studies				
Module Code	UTTGS-15-2		Level	2	Version2
UWE Credit Rating	15	ECTS Credit Rating	7.5	WBL module?	No
Owning Faculty	Arts, Creative Industries and Education		Field	Primary, Early Childhood and Education Studies	
Department	Education and Childhood		Module Type	Standard	
Contributes towards	BA (Hons) Early Childhood BA (Hons) Early Childhood with Foundation Year				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
First CAP Approval Date	March 2015		Valid from	September 2015	
Revision ASQC Approval Date	16/01/2019		Revised with effect from	September 2018	

Review Date	September 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> Identify a range of published sources relevant to the investigation of a specified area of study (Comp A) Analyse the key issues raised in a range of studies within a specified area incorporating theoretical, practice based and policy based sources (Comp A) Recognise the competing perspectives apparent in arguments presented within a specified area incorporating theoretical, practice based and policy based sources (Comp A) Follow a supported process of enquiry and study to pursue an identified goal (Comp A) Take responsibility for their own learning accommodating new principles and understandings (Comp A)
Syllabus Outline	<ul style="list-style-type: none"> 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

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	<div>of study</div> <ul style="list-style-type: none">Developing an area of enquiry and specifying questions for investigationDeveloping a written argument in a specified area																																															
Contact Hours	<div>Teaching and learning will be managed through a range of strategies including lectures, seminars and tutorials.</div> <div>Contact time will also be composed of virtual forms of communication using email discussion groups, virtual learning environments (VLEs) and other technology-aided means.</div>																																															
Teaching and Learning Methods	<div>Scheduled learning includes seminars, tutorials and project supervision.</div> <div>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below.</div>																																															
Key Information Sets Information	<div>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which a requirement is 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.</div> <div><table><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5"></td></tr><tr><td colspan="4">Number of credits for this module</td><td>15</td></tr><tr><td colspan="5"></td></tr><tr><th>Hours to be allocated</th><th>Scheduled learning and teaching study hours</th><th>Independent study hours</th><th>Placement study hours</th><th>Allocated Hours</th></tr><tr><td>150</td><td>8</td><td>142</td><td>0</td><td>150</td></tr><tr><td colspan="5"></td></tr></table></div> <div>The table below indicates as a percentage the total assessment of the module which constitutes a -</div> <div>Coursework: Written assignment or essay, report, dissertation, portfolio, project</div> <div>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</div> <div><table><tr><td colspan="2">Total assessment of the module:</td></tr><tr><td colspan="2"></td></tr><tr><td>Written exam assessment percentage</td><td>0%</td></tr><tr><td>Coursework assessment percentage</td><td>100%</td></tr><tr><td>Practical exam assessment percentage</td><td>0%</td></tr><tr><td></td><td>100%</td></tr></table></div>	Key Information Set - Module data										Number of credits for this module				15						Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	150	8	142	0	150						Total assessment of the module:				Written exam assessment percentage	0%	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%
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Reading Strategy	<div>Essential Reading It is essential that students read widely in the area they have chosen to study.</div>																																															

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	<p>Further Reading Students are expected to identify further 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.</p> <p>Access and Skills Students will be supported by their tutor, and 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.</p> <p>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.</p> <p>http://iskillzone.uwe.ac.uk/RenderPages/RenderRoom.aspx?Context=10&Area=8&Room=47</p>
Indicative Reading List	<p>Fairbairn, GJ & Winch, C (2011) <i>Reading, writing and reasoning</i> 3rd edition Maidenhead: Open University Press</p> <p>Levin, P (2004) <i>Write great essays! A guide to reading and essay writing for undergraduates and taught postgraduates</i> Maidenhead: Open University Press</p> <p>Marshall, L & Rowland, S (2006) <i>A guide to learning independently</i> 4th edition Maidenhead: Open University Press</p> <p>Further literature will be discussed once the precise area of study has been identified</p>

Part 3: Assessment	
Assessment Strategy	<p>Assessment and feedback are an integral part of learning and teaching and we prepare and encourage students to formatively self and peer assess as well as providing staff-led assessment opportunities. This will enable students to gain insights into their strengths and areas for development and identify areas to prioritise in their independent study.</p> <p>The article review and the literature review are designed to enable students to choose their field of study and to work carefully with a range of literature to support this. Students should address the same or a similar issue in both element A and element B.</p> <p>Students will be assigned a tutor to support them with their work on this module, and must spend at least 1 hour (or equivalent) in tutorials.</p> <p>Assessment Criteria are applied from the following list of criteria developed within the Department of Education and applied across a range of programmes.</p> <p>A: Conceptual Domain (Core) L2: The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.</p> <p>B: Literature Domain: L2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.</p>

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	

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First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
A review of an article in an area of study negotiated with the tutor of 2,500 words. Assessment criteria: AL2, BL2, plus one other domain agreed with the tutor.	100%	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
A review of an article in an area of study negotiated with the tutor of 2,500 words. Assessment criteria: AL2, BL2, plus one other domain agreed with the tutor.	100%
Component B Description of each element	Element weighting
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.	

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FOR OFFICE USE ONLY

First CAP Approval Date	March 2015			
Revision ASQC Approval Date		Version	1	
	16 th January 2019		2	Link to RIA 12878