CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Independent Study					
Module Code	UTLGA7-30-2		Level	2	Version	3
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No	
Owning Faculty	ACE		Field	Secondary Education and Lifelong Learning		
Department	Education		Module Type	Project		
Contributes towards	BA (Hons) Studies in Education Cert HE (Learning Support) Dip HE (Learning Support) Cert HE (Learning Mentors) DipHE (Learning Mentors) CertHE (Education Welfare Studies) DipHE (Education Welfare Studies) FdA Educational Support FdA Inclusive Practice FdA Early Years					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	If offered as CPD or stand alone		
Valid From			Valid to			

CAP Approval Date	July 2001

Part 2: Learning and Teaching

Learning Outcomes	At the end of the module the students will have: • identified an area of interest, relevance and value to themselves and/or their place of employment; (Comp A) • identified and negotiated a study of appropriate scope and/or depth of enquiry; (Comp A) • demonstrated congruence with intended programme aims and learning outcomes; (Comp A) • followed a systematic, organised and supported route of enquiry and study in pursuance in their identified goal; (Comp A) • produced a final submission for assessment which shows evidence of relevant background reading and a systematic appraisal of the topic to be studied; (Comp A) • taken responsibility for own learning, accommodating new principles and understandings; (Comp A) • communicated effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner. (Comp A)
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. 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) a written report and/or b) materials for use by pupils/students and/or c) audio or visual materials including computer programmes etc d) any other form which is relevant to the subject being studied, subject to the approval of the supporting tutor
Contact Hours	As this module is used across more than one programme there may be some variation in the way the scheduled learning and teaching hours are arranged for this module as this will be organised differently depending on the structure of the programme. Contact will consist of: Whole cohort events Seminars Directed study time Tutorials Email discussion groups, virtual learning environments (VLEs) and other technology-aided means.
Teaching and	Teaching and learning will be managed through a range of strategies including

Learning Methods	lectures, seminars and tutorials.
	Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.
	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. Scheduled sessions may vary slightly depending on the module choices you make.
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.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	30	270	0	300	✅

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

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:		
Written exam assessment percentage	100%
Coursework assessment percentage	0%
Practical exam assessment percentage	0%
	100%

Reading Strategy	Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Guidance to some key authors and journal titles available through the Library will be given on Blackboard. It is expected that assignment bibliographies and reference lists will reflect the range of reading carried out. It is important that students can identify and retrieve appropriate reading.
	Students will be encouraged to buy at least one book. A list of recommended titles will

	be provided by module leader and/or through Blackboard and updated annually.
Indicative Reading List	BELL, J.(2010.) *Doing your Research Project*. Buckingham: OUP. FAIRBAIRN, G.J. & WINCH, C. (2011), *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. (2006) *A Guide to Learning Independently,* (4th 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

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. 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** **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. **B: Literature Domain**The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task. **C: Contextual Domain** The assignment demonstrates that the student can differentiate contextual factors (eg personal, locational, historical, political etc) influencing the area of study. **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. **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. **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. **G: Action Domain** The assignment demonstrates that the student can identify and 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. **H: Negotiated Domain I**n 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. Such negotiated criteria need to be approved by the relevant Award Leader.

	The student must demonstrate to the supervising tutor that the work submitted does not duplicate work previously submitted for assessment for other modules within the intended programme.

Identify final assessment component and element		

	A:	**B**:
% weighting between components A and B (Standard modules only)	**100%**	

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. The module will be assessed by the submission of an appropriate study, which is the equivalent of 5,000 words. **Assessment criteria:** AL2, together with two other L2 criteria negotiated with the tutor chosen from the list above.	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. The module will be assessed by the submission of an appropriate study, which is the equivalent of 5,000 words. **Assessment criteria:** AL2, together with two other L2 criteria negotiated with the tutor chosen from the list above.	100%

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.