




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	INDEPENDENT STUDY				
Module Code	UTLGA7-30-3	Level	3	Version	5
Owning Faculty	ACE	Field	EDUCATION		
Contributes towards	BA HONS EDUCATION IN PROFESSIONAL PRACTICE				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	1 SEPTEMBER 2013		Valid to	1 September 2019	

CAP Approval Date	30 May 2013
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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"> 1. identified an area of interest, relevance and value to themselves and/or their place of employment; 2. identified and negotiated a study of appropriate scope and/or depth of enquiry; (Comp A) 3. demonstrated congruence with intended programme aims and learning outcomes; 4. followed a systematic, organised and supported route of enquiry and study in pursuance in their identified goal; (Comp A) 5. 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) 6. taken responsibility for own learning, accommodating new principles and understandings; (Comp A) 7. 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.

	<p>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 then culminate in the development of the submission. For example this could be:</p> <ul style="list-style-type: none"> 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 																				
<p>Contact Hours</p>	<p>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.</p> <p>This will also include the editing of drafts, online engagement and e-mail contact.</p> <p>Guided study (group & individual tasks, including online engagement): 4 hours</p> <table data-bbox="395 891 1342 965"> <tr> <td>Work – related learning activities</td> <td style="text-align: right;">68 hours</td> </tr> <tr> <td>Total contact scheduled hours</td> <td style="text-align: right;">72 hours</td> </tr> </table> <p>QAA guidance is available here http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/contact-hours.aspx</p>	Work – related learning activities	68 hours	Total contact scheduled hours	72 hours																
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<p>Teaching and Learning Methods</p>	<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>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</p> <p>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 .</p>																				
<p>Key Information Sets Information</p>	<p>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.</p> <table border="1" data-bbox="459 1644 1369 2033"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="4">Number of credits for this module</td> <td style="text-align: center;">30</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> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"></div>	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	72	228	0	300
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Reading Strategy	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Indicative Reading List	<p>Bedford, D (2006) <i>Study skills for foundation degrees</i> London: Fulton Bell, J.(1999, 3rd Edn.) <i>Doing your Research Project</i>. Buckingham: OUP.</p> <p>London: Centre of Information on Language Teaching and Research.</p> <p>Cottrell, S (2008) <i>The study skills handbook</i> London: Palgrave</p> <p>Fairbairn, G.J. & Winch, C. (1996), <i>Reading, Writing & Reasoning: a Guide for Students</i>, Buckingham: OUP.</p> <p>Sharpe, J.A. & Howard, K. (2002) <i>The Management of a Student Research Project</i>, (3rd Ed), Aldershot: Gower.</p> <p>Marshall, L. & Rowland, S. (1993) <i>A Guide to Learning Independently</i>, (2nd Ed), Buckingham: OUP.</p> <p>Williams, K. (1999) <i>Developing Writing Skills</i> Oxford: Oxford Centre for Staff Development.</p> <p>Additional readings and websites will be identified by the tutor, with reference to the area of study.</p>
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Part 3: 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.

Assessment Criteria adhered to within the Education Department are as follows for level 3 :

A: 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.

B: Literature Domain The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

C: Contextual Domain The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. 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 and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.

E: 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.

F: 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.

G: Action Domain 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, appraising professional development needs and/or outcomes.

H: Negotiated Domain 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 Award Leader.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
The module will be assessed by the submission of an appropriate study, which is the equivalent of 5,000 words.	100%	

<p>Assessment criteria: A: 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 <i>together with two other level 3 criteria negotiated with the tutor chosen from BL3 / CL3 / DL3 / EL3 / FL3 / GL3</i></p>	
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
<p>The module will be assessed by the submission of an appropriate study, which is the equivalent of 5,000 words.</p> <p>Assessment criteria: A: 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. <i>together with two other level 3 criteria negotiated with the tutor chosen from BL3 / CL3 / DL3 / EL3 / FL3 / GL3</i></p>	<p>100%</p>

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.