

Module Title: Independent Study

Code: LBR6612

Credit Value: 20

Level: 6

### Module Overview

This module is a standalone module that will sit within the Flexible and Work Based Learning Framework. The Framework is intended to provide a structure for the engagement of the University with external organisations from corporate, public, voluntary and SME sectors who wish to provide professional development for their staff. The Framework covers programmes offered in collaboration with UK based organisations and is not intended to apply to overseas collaborations.

The Framework reflects the University's mission, particularly in relation to its commitment to transform the curriculum. This includes the development of flexible, practice-based learning and employability. The Framework is also intended to widen participation in higher education by broadening the learning opportunities available to students through the provision of learning opportunities in alternative settings and learning in an alternative format to that available at the University.

This module will be accredited with the University and each successful student will obtain 20 credits at level 6.

This module is aimed at healthcare practitioners who wish to negotiate learning of a bespoke topic. Under the guidance of facilitators, you will be able to direct your learning and identify relevant learning opportunities that you feel enable you to learn more about a specific field of study.

The subject area within this module is student led with guidance and facilitation from designated academic support. You will identify an area of study within the field of gastrointestinal care that you would like to critically review and evaluate and which promotes your clinical development. A significant proportion of the module is based around negotiation with academic facilitators to identify extended areas of study and opportunities that are possible to enhance your progression towards completion of the study.

The module is therefore not reliant on classroom attendance and can be closely allied to learning within the workplace.

Aim of module is to:

- Provide you with an opportunity to utilise an independent approach to study.
- Enhance your knowledge with the opportunity to critically appraise and evaluate a particular subject area relevant to gastrointestinal care.
- Enable you to present and analyse your findings based on available evidence

**Hours of Study:** Only a small proportion of your study hours will be spent in the classroom. The majority of the time will be spent in directed and self-directed study and work based learning. At this level of study it is expected that you will read widely around the topics areas in addition to engaging with the resources provided via Moodle.

**Module Learning outcomes:**

1. Critically analyse the contemporary literature relating to your chosen topic.
2. Formulate arguments to demonstrate in depth knowledge relating to your chosen topic.
3. Analyse how this learning has supported or developed knowledge and practice.

**Library & Learning Resources – available through REBUS (Reviewed Annually)**

**Purchase**

Due to the variety of potential information sources and the changing nature of the topic(s) we have not recommended any “must purchase” titles

**Essential (Books/Journals/Specific chapters/Journal Articles)**

Due to the variety of potential information sources and the changing nature of the topic(s) we have not recommended any “essential” titles

**Recommended**

Bell, J. (2014) *Doing your research project: a guide for first-time researchers*. 6<sup>th</sup> Edition. Open University Press. Maidenhead.

Cottrell, S., Morris, N. (2012) *Study skills connected: using technology to support your studies*. Palgrave Macmillan. Basingstoke.

Hart, C. (2001) *Doing a literature search: a comprehensive guide for the social sciences*. Sage. London.

Marshall, L.A. Rowland, F. (2006) *A Guide to Learning Independently*. 4<sup>th</sup> Edition. Pearson Longman. London.

Race, P. (2004) *500 tips for Open and online learning*. 2<sup>nd</sup> Edition. Routledge-Falmer. London.

**Background**

Further reading resources will be determined by a variety of factors, including the subject matter and nature and scope of learning required for the topic.

### Learning Schedule (Reviewed Annually)

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

Pre-session Activities/Learning	Session Topic/s (incl. delivery style and indicative formative learning activities)	Post-session Activity
Consider a topic to study	Launch Launch of assignment. Signposting to mind mapping and planning.	Compile a mind map to identify topic and potential areas of exploration.
Send mind map to tutor	Tutorial 1 Explore the topic and possible areas of study.	Literature review. Develop an initial plan of exploration.
Send plan to tutor	Tutorial 2 Formative feedback on plan and outline.	Develop first draft of assessment
Send draft to tutor	Tutorial 3 Discussion of next steps based on formative feedback on draft	Act on tutor feedback

## Section Two – Assessment (Reviewed Annually)

Assessment method	Oral examination
<p><b>Rationale for method</b> Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&amp;A strategy</p>	<p>The assessment will give you the opportunity to develop and showcase your awareness of the contemporary literature relating to your chosen topic in gastrointestinal care, to show application of the in depth knowledge related to your chosen topic and analyse how this new knowledge can impact on current practice.</p> <p>A suggested format of presentation of your topic with notations is an excellent medium for developing communication skills. This assessment allows you to articulate your knowledge and resulting questions allow you to analyse in more depth. It could also be presented at a conference – offering you the opportunity to develop further skills and confidence.</p> <p>The assessment measures whether you have met learning outcomes which are intended to stimulate consideration of current issues. In doing so it reflects the aim of the programme to offer learning and teaching which is responsive to the challenges of practice, and which is focussed on knowledge which has a practical application.</p>
<p><b>Assessment outline</b> Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc.</p>	<p>You are recommended to utilise the following assessment outline to guide what you include in your assessment:</p> <ul style="list-style-type: none"> <li>• For this assessment you will choose a topic relevant to your practice area. You will showcase the subject utilising contemporary literature to demonstrate your critical analysis of the topic.</li> <li>• You may use slide show applications but your slide show must be compatible with St Marks projection facilities.</li> <li>• You will present the most important information. The notation section of the presentation will give you the opportunity to show the breadth of academic reading and depth of critical analysis which have developed your thinking.</li> <li>• Consider the marking criteria and the level of thinking you are aiming to demonstrate.</li> </ul> <p>Harvard referencing system must be used. Referencing and critical analysis should be evident where appropriate.</p> <p>Formative (to present to your tutor) One to one tutorial support and guidance will be available during the module. This will give you opportunities to discuss your assignment plan with a member of the module team and will provide formative feedback and feed forward information.</p> <ul style="list-style-type: none"> <li>• Compile a mind map to identify topic and potential areas of exploration.</li> <li>• Complete a literature search on your chosen topics with consideration of the need to demonstrate in depth knowledge.</li> <li>• Develop an initial plan to show: the stages required to achieve learning outcomes.</li> <li>• Develop first draft of presentation and notes (with citations).</li> </ul>

<p><b>Assessment Scope</b> Explanation of the scope and range of the assessment.</p>	<p>An oral examination of 15-20 minutes <b>plus</b> submission of the write up used within the presentation.</p> <p>To complete the module successfully you must pass all learning outcomes.</p>
<p><b>Feedback Scope</b> Expectations of feedback in terms of timing, format, feedforward, etc.</p>	<p>Throughout the module opportunities exist for on-going feedback. Formative learning activities will also be available and regular feedback offered by your tutor.</p> <p>Following marking and internal moderation of summative assessments, electronic feedback and feedforward comments will be available via Moodle along with a provisional mark within 20 working days after submission. Please note that the provisional mark must be ratified by the External Examiner and Examination Board before being confirmed.</p>
<p><b>Plagiarism</b></p>	<p>You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from <a href="#">iCity</a>. Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating. You must also ensure that you acknowledge all sources you have used. Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits. If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.</p>

Assessment submission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work (Date not 20 days)
Start date 15 March 2022 Submission 07 June 2022 (midday)	Moodle	05 July 2022
Exceptional Circumstances <a href="#">explanation</a>		
Assessment resubmission deadline(s)	Submission method (e.g. electronic/Moodle/other)	Return of work
16 August 2022 (midday)	Moodle	13 September 2022
<p><i>*Resubmission deadline(s) are only relevant if you are unsuccessful in your first attempt – please see <a href="#">University Regulations</a> on resubmission policy and procedure.</i></p>		

Marking Criteria

Undergraduate bands

	0 – 39% Fail	40 – 49% Third	50 – 59% 2:2	60 – 69% 2:1	70 – 79% First	80 – 100% First
Criterion 1	Critically analyse the contemporary literature relating to your chosen topic.					
Mark:	You provide insufficient range of literature to support statements made.	You provide a limited range of literature to support statements made.	You provide a reasonable range of literature to support statements made.	You provide a good range of literature to support statements made.	You provide a wide range of literature to support statements made.	You provide an excellent range of literature to support statements made.
Criterion 2	Formulate arguments to demonstrate in depth knowledge relating to your chosen topic					
Mark:	You are unable to show an in depth knowledge of your topic area	You adequately show an in depth knowledge of your topic area	You are able to show a clear in depth knowledge of your topic area	You show a thorough and accurate in depth knowledge of your topic area	You show an excellent and accurate in depth knowledge of your topic area	You show an exceptionally accurate and detailed in depth knowledge of your topic area
Criterion 3	Analyse how this learning has supported or developed knowledge and practice.					
Mark:	You fail to show how this in depth knowledge could support or develop knowledge and practice.	You show how this in depth knowledge could support or develop knowledge and practice.	You present a clear analysis to show how this in depth knowledge could support or develop knowledge and practice.	You present a thorough analysis to show how this in depth knowledge could support or develop knowledge and practice.	You present an excellent analysis to show how this in depth knowledge could support or develop knowledge and practice.	You present a novel and innovative analysis to show how this in depth knowledge could support or develop knowledge and practice.