

Module Descriptor

Module Title:	
Inquiry Based Learning	
Module Code:	FY028
Credit Value:	0
Academic Level:	Foundation
Primary Regime of Delivery:	Attendance
Can module be delivered by FDL means (Attendance-based modules only)?	No
Typical Duration (Weeks):	15
Date Published / Updated:	20/04/18

Brief Description

Delivery of this module is based on 'confirmation inquiry' – a foundational level of inquiry geared for developing students' understanding of key concepts and themes as well as basic methodologies and approaches to academic work, relevant to the discipline of the individual student. Students will then have the opportunity to analyse a problem or question that relates to their subject area, making use of information gathered from various sources using different methods and strategies. This module is one of the two subject modules studied during the Foundation Year. It can be taken in either semester one or semester two and does not assume or require and prior knowledge of the subject area.

Indicative Content / Syllabus

- Key themes and concepts and basic methodologies/approaches in the relevant academic discipline(s)*
- Research skills
- Information literacy
- Reading and interpretation skills
- Problem analysis
- Planning skills
- Time management
- Communication skills
- Presentation skills

* This content will vary for each Foundation Year pathway/academic subject. Since this is a subject-driven module, it is expected this content will be substantial and specified by the subject team responsible for the delivery.

Intended Learning Outcomes (ILOs) and Type of Outcome

On successful completion of the module, the student will be able to:

1	Collect, select and use information from a range of sources using different methods, appropriate to the academic discipline and context.	K
2	Investigate the needs, problems and opportunities of a given situation.	S
3	Plan and undertake a project to address a subject-related problem or answer a subject-related question	C
4	Communicate effectively, with well-structured verbal and written reports, as demanded in academic and professional domains.	L

Note: The University recognises the following types of Learning Outcome which are linked to its Graduate Attributes: (K) Knowledge and its application; (C) Creativity; (S) Social and ethical awareness and responsibility; and (L) Leadership and self-development. Not all modules will necessarily cover all attributes.

Scheduled Learning and Teaching Activities

Note: 1 credit is equivalent to 10 notional learning hours (i.e. 15 credits = 150 learning hours). All hours should be calculated on the basis of what an individual student might be expected to receive.

Scheduled Activity	Hours of study time	Typical description, e.g. 13 x 1-hour lectures
Lectures *	8	8 x 1-hour lectures
Seminars *	19	Mix of 1- and 2-hour seminars
Tutorials (per individual student) *		
Project supervision *	24	8 x 3-hour (individual and group)
Demonstration *		
Practical classes and workshops	15	5 x 3-hour workshops
Supervised time in studio / workshop / rehearsal space	12	4 x 3-hour supervised writing workshops
Fieldwork, e.g. survey work, data collection		
External visits, e.g. visits to sites, museums or collections		
Guided Independent Study †	222	
Placement / Study Abroad		
Total Hours for Module	300	

Note: Activities denoted by an * include both virtual and face to face teaching. Guided Independent Study (†) records the number of hours students are expected to study outside scheduled teaching; this includes preparation for scheduled sessions, follow-up work, wider reading or practice, revision and completion of assessment tasks (See: Workload Hours below).

Summative Assessment Regime

ID	Activity Type	% or P/F	Size of assessment (Length / duration)	Outcomes Assessed	Workload (Hours)
CW1	Coursework: Report	100	2000 words	1,2,3,4	100% assessment time

Specific module pass requirements (if applicable):

Key Resources (Texts / Journals / Databases / Websites)

Howard, K., Sharp, A. and Peters, S. (2002) *The Management of a Student Research Project*. 3rd edition. Abingdon: Gower.

Level-appropriate subject-specific resources to be provided by subject teams delivering the module