Module Specification

Guided Studies

Version: 2025-26, v3.0, Approved

Contents

Part 1: Information

Module title: Guided Studies

Module code: UTTGRY-30-3

Level: Level 6

For implementation from: 2025-26

UWE credit rating: 30

ECTS credit rating: 15

College: College of Health, Science & Society

School: CHSS School of Education and Childhood

Partner institutions: None

Field: Primary, Early Childhood and Education Studies

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module supports students by allowing them to fulfil the appropriate credit requirements for completion of this level in their studies. This will be through exploring a self-identified area of interest related to the field of Education.

Students will only study this module following prior discussions and agreement with their relevant programme leader.

There is no taught content on this module, and it would be directed work from a tutor.

Features: Not applicable

Educational aims: This module will allow students to:

Identify ideas and issues which merit further investigation in a specified area within a programme.

Search for relevant academic and policy related sources in the area of study.

Develop an area of enquiry and specify questions for investigation.

Evaluate the strengths and weaknesses of a journal article.

Outline syllabus: This module might include:

Identifying ideas and issues which merit further investigation in a specified area within a programme related to the field of Education.

Searching for relevant academic and policy related sources in the area of study related to the field of Education.

Developing an area of enquiry and specifying questions for investigation.

Developing a written argument in a specified area related to the field of Education.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes seminars, tutorials and project supervision.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.

Teaching and learning will be managed through a range of strategies including seminars and tutorials. Contact time will also be composed of virtual forms of

communication using email discussion groups, virtual learning environments (VLEs) and other technology-aided means.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

> **MO1** Identify and synthesise a range of published sources relevant to the investigation of a specified area of study.
>
> **MO2** Deconstruct the competing perspectives apparent in arguments presented within a specified area incorporating theoretical, practice based and policy based sources.
>
> **MO3** Critically evaluate the strengths and weaknesses presented within a self identified Education focused journal article.
>
> **MO4** Follow a self-directed process of enquiry and study to pursue an identified goal.

Hours to be allocated: 300

Contact hours:

> Independent study/self-guided study = 228 hours
>
> Face-to-face learning = 72 hours

Reading list: The reading list for this module can be accessed at readinglists.uwe.ac.uk via the following link https://uwe.rl.talis.com/modules/uttgry-30-3.html

Part 4: Assessment

Assessment strategy: What is/are the assessment task(s)?

Assessment one: A review of an article in an area of study negotiated with the tutor: either as a 2,500 word essay or a 10 minute presentation.

Assessment Two: A review of literature in relation to a theme negotiated with the tutor and linked to the area explored in Assessment one, either as a 2,500 word

essay or a 10 minute presentation.

Why is this assessment being used?

In line with Universal Design for Learning principles, students are given the choice of either a written or oral assessment in order to reduce barriers for students with marginalised characteristics for one of the assessments.

Assignments aim to engage students with a range of literature relating to their area of interest and enable them to compare contrasting viewpoints and findings.

How will students be supported to meet the assessment requirements? Feedback on students' progress in their studies on this module will be provided during face to face meetings and via online means. They will have the opportunity for feedback on their developing ideas and also written feedback on drafts of their assessments prior to submission.

Assessment tasks:

Choice of Assessment (First Sit)
Description: A review of a published article in an area negotiated with the tutor either as a 2,500 word essay OR as a 10 minute presentation.
Weighting: 50 %
Final assessment: No
Group work: No
Learning outcomes tested: MO1, MO3, MO4

Choice of Assessment (First Sit)
Description: An assignment in relation to a theme negotiated with the tutor and linked to the area explored in assessment 1; either as a 2,500 word essay or a 10 minute presentation.
Weighting: 50 %
Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Choice of Assessment (Resit)

Description: A review of a published article in an area negotiated with the tutor either as a 2,500 word essay OR as a 10 minute presentation.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3, MO4

Choice of Assessment (Resit)

Description: An assignment in relation to a theme negotiated with the tutor and linked to the area explored in assessment 1; either as a 2,500 word essay or a 10 minute presentation.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Education [Frenchay] BA (Hons) 2023-24

Education (Digital Learning) [Frenchay] BA (Hons) 2023-24

Education (Special Needs) [Frenchay] BA (Hons) 2023-24

Primary Education (ITE) [Frenchay] BA (Hons) 2023-24

Early Childhood [Frenchay] BA (Hons) 2023-24

Early Childhood [Villa] - Withdrawn BA (Hons) 2023-24

Studies in Education [Frenchay] BA (Hons) 2023-24

Early Childhood {EYTS} [Frenchay] - Withdrawn BA (Hons) 2023-24

Education in Professional Practice {Top Up} [Frenchay] BA (Hons) 2025-26

Education {Foundation} [Frenchay] BA (Hons) 2022-23

Education (Special Needs) {Foundation} [Frenchay] BA (Hons) 2022-23

Education (Digital Learning) {Foundation} [Frenchay] BA (Hons) 2022-23

Early Childhood {Foundation}[Frenchay] BA (Hons) 2022-23