



Module Specification

Guided Study

Version: 2025-26, v3.0, Approved

Contents

| | |
|--|----------|
| Module Specification | 1 |
| Part 1: Information | 2 |
| Part 2: Description | 2 |
| Part 3: Teaching and learning methods | 3 |
| Part 4: Assessment..... | 4 |
| Part 5: Contributes towards | 5 |

Part 1: Information

Module title: Guided Study

Module code: UTTGVC-45-3

Level: Level 6

For implementation from: 2025-26

UWE credit rating: 45

ECTS credit rating: 22.5

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: Dissertation - Including Experience in EY Settings 2025-26, Education Project 2025-26, Education Project: Digital Learning 2025-26, Education Project: Special Needs 2025-26

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: On this module students have the opportunity to undertake an extended literature study in an area of their choice appropriate to their programme and field of study. They will identify ideas and issues which merit further investigation, identify relevant academic and policy sources, develop an area of enquiry, specify questions for investigation, and develop a written response.

Features: Not applicable

Educational aims: This module seeks to give students opportunity to explore an area of their own interest in the context of a research study.

Aspects of quality ethical research will be embedded throughout with students' critique of relevant research, theory and policy.

Outline syllabus: The module will require students to develop an in-depth understanding of research including epistemology, methods, methodology, data collection and analysis and ethical working.

This knowledge will be used to develop a personalised study experience with content chosen by the student.

Academic writing skills will be embedded throughout.

Part 3: Teaching and learning methods

Teaching and learning methods: Lectures and seminars will employ a range of pedagogical principles that forefront flipped and reflective learning, inquiry and co-construction of knowledge and understanding.

Content delivery will be up-fronted to support the development of research skills and knowledge, ethical working and study skills. Tutorials will then be used in support of individual student's focus for their final written piece.

Support around critical thinking and analytical skills will be embedded throughout.

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

MO1 Identify a research focus appropriate to the programme and field of study and reflect on their values position which underpins this area of study.

MO2 Critically evaluate a range of relevant academic and policy sources, including attention to issues relating to ethical and methodological approaches and methods used.

MO3 Critically analyse key issues and competing perspectives within a specialised area incorporating theoretical, practice based and policy based sources.

Hours to be allocated: 450

Contact hours:

Independent study/self-guided study = 342 hours

Face-to-face learning = 108 hours

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgvc-45-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgvc-45-3.html>

Part 4: Assessment

Assessment strategy: What is the assessment task?

A 10,000 word academic inquiry.

Students will decide on their area of study, negotiate the title, research, develop and write the final piece with the support of their supervisor.

Why is this assessment being used?

This assessment gives students opportunity to explore a bespoke area from their previous study in depth. They can use this space to become more knowledgeable in an area that interests them, and use this to take into their future professional pathways.

How will students be supported to meet the assessment requirements?

Tutorial support across the period of writing ensures that students get regular personalised formative feedback. As the work progresses through the tutor/student interaction plagiarism is highly unlikely as the study is personalised.

Assessment tasks:

Written Assignment (First Sit)

Description: Dissertation (literature review)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Written Assignment (Resit)

Description: Dissertation (literature review)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Early Childhood [SHAPE] BA (Hons) 2024-25

Early Childhood [SHAPE] BA (Hons) 2025-26

Education [Frenchay] BA (Hons) 2023-24

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

Education (Special Needs) [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

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

