University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Researching With Young Children					
Module Code	UTTGQE-15-3		Level	3	Version	1.1
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA Hons Early Childhood BA Hons Education and Early Childhood BA Hons Early Childhood Studies					
UWE Credit Rating	15	ECTS Credit Rating	8	Module Type	Standard	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements			
Valid From	September 2015		Valid to	September 2018		

CAP Approval Date	March 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate a critical understanding of research methodology and analysis relevant to researching with young children (Component A); 2. Identify and analyse ethical issues, demonstrating awareness of multiple perspectives (Component A); 3. Locate research evidence in a social and policy context (Component A). In addition the educational experience may explore, develop, and practise but not formally discretely assess the following: **4.** Link understanding and insights gained in this module to students own research interests.
Syllabus Outline	• Ethics relating to wider issues • Children as objects of study and multiple perspectives • Social and policy context of research • Ontology, epistemology and methodological approaches • Methods

	• Reliability, validity, reflexivity • Children's participation – consent, observation, children's voices • Ethics - small-scale qualitative studies
Contact Hours/Scheduled Hours	Contact time for this module will take the form of lectures, seminars, tutorials, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year. **Whole cohort events**: 12 hours **Smaller group events** (seminars, tutorials): 20 hours **Guided study** (group and individual tasks, including online engagement): 4 hours
Teaching and Learning Methods	**Scheduled learning:** This includes lectures, seminars, tutorials, directed study, online engagement and e-mail contact. **Independent learning:** There is an expectation that students engage in approximately 3 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.
Key Information Sets Information	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.

Key Information Set - Module data

Number of credits for this module			15	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
150	36	114	0	150	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

		Total assessment of the module:			
		Written exam assessment percentage		0%	
		Coursework assessment percentage		75%	
		Practical exam assessment percentage		25%	
				100%	

Reading Strategy*	**Essential reading:** Students are expected to read one or more of the wide range of texts related to the issues covered in this module. Key texts 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. **Further reading:** All students are expected 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. **Access and skills:** Students are expected to be able to identify and retrieve appropriate reading. Support is offered at L3 in the form of a library skills surgery to support students' work on methodology and their own research work. 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. **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.
Indicative Reading List	Amos, H. J. eds. (2007) *Early Childhood Qualitative Research: Changing Images of early Childhood.* New York: Routledge. **(available as an e-book).** Christensen, P. and James, A. (2008) *Research with Children: Perspectives and Practices. 2nd Edition.* Oxon: Routledge. Clark, A. and Moss, P. (2001), *Listening to Young Children: the mosaic approach*, London: National Child Bureau Cohen,L., Mannion,L. and Morrison,K. (2011) (7th edition), *Research Methods in Education.* London:Routledge Farrell, A. eds. (2005) *Ethical Research with Children.* Maidenhead: Open University Press. Greene, S. and Hogan, D. (2005) *Researching Children's Experiences: methods and approaches.* London: Sage. **(available as an e-book)** Harcourt, D., Perry, B. And Waller, T. (eds) (2011) *Researching Young Children's Perspectives.* London: Routledge James, A. and Christensen, P. (2008) *Research with Children: Perspectives and practices. 2nd Edition.* London: Routledge. Kellet, M. (2010) *Rethinking Children and Research: Attitudes in Contemporary Society.* London: Continuum Books. Lancaster, P. and Broadbent, V. (2003) *Listening to Young Children.* Maidenhead: Open University Press. MacNaughton, G., Rolfe, S.A., Siraj-Blatchford, I. (2001) *Doing Early Childhood Research: international perspectives on theory and practice.* Buckingham: Open University Press. Mukherji, P. And Albon, Deborah (2010) *Research Methods in Early Childhood: An Introductory Guide*, London: Sage

Part 3: Assessment

Assessment	The module learning outcomes will be assessed through a timed test. Students will

Strategy	see the paper in advance of the test.
	The assessment tasks will be assessed against the following Department of Education assessment criteria:
	A: Conceptual Domain (Core) – L3 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 – L**3 The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas. **E: Ethical Domain** – L3 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 -** L3 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.

Identify final assessment component and element	**Component A**		
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
An essay written under controlled conditions (3 hours), paper seen in advance, no additional reading time. One side of A4 standard English notes (may include diagrams), 350 words maximum (including quotes) with word count stated, may be taken in to the exam room. A bibliography should be submitted separately. Notes and bibliography should be handed in. Assessment Criteria: AL3, BL3, EL3 and FL3:	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
An essay written under controlled conditions (3 hours), paper seen in advance, no additional reading time. One side of A4 standard English notes (may include diagrams), 350 words maximum (including quotes) with word count stated, may be taken in to the exam room. A bibliography should be submitted separately. Notes and bibliography should be handed in. Assessment Criteria: AL3, BL3, EL3 and FL3:	100%
If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.	