



Module Specification

Inquiry Project

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Part 1: Information

Module title: Inquiry Project

Module code: UTTGWY-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 will allow students to identify ideas and issues in early years education which merit further investigation. Students will conduct a detailed literature-based inquiry and use this to consider implications for practice with young children.

The areas chosen for study should support the student in their professional futures.

Features: Not applicable

Educational aims: Support students to understand the importance and potential impact of the policy, cultural and social contexts of young children's lives.

Enable students to develop a critical understanding of the significance, and contested nature, of global perspectives, theories and values relating to early childhood and early years education.

Develop students' understanding of professional roles, responsibilities and attributes, including keeping children safe, reflecting on their practice, building positive relationships and leadership.

Support students to be critical users of research, and to understand philosophies, methods and ethical approaches, to researching with young children.

Outline syllabus: Students' study and the understandings and skills required to undertake it will be specific to each student's chosen area of interest.

Throughout, students are encouraged to reflect on professional practice, future employability and career development.

Part 3: Teaching and learning methods

Teaching and learning methods: Lectures and seminars.

Independent research – each student will be assigned a project supervisor who will offer significant support and formative feedback through tutorials, directed study, online engagement and e-mail contact. There is an expectation that students also engage in independent learning as part of this study.

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

MO1 Examine research, theory and literature to identify and critically examine the significance of political, cultural and social contexts on young children's lives.

MO2 Critically evaluate a range of global perspectives, theories and values relating to early childhood and early years education.

MO3 Reflect on a range of research evidence relating to working with young children and identify potential implications for practice.

MO4 Evaluate and analyse research relating to early years education, reflecting on ethical, philosophical and methodological considerations.

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](https://uwe.rl.talis.com/modules/uttgwy-30-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgwy-30-3.html>

Part 4: Assessment

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

100% Dissertation (5000 words)

Why is this assessment being used?

The assessment is designed to enable students to demonstrate their ability to undertake a small scale literature-based research project on a topic relevant to early years education. The assessment requires students to apply learning from across the programme to their research interest.

How will students be supported to meet the assessment requirements?

Students are supported with a mix of group taught sessions and individual supervisory support. Supervisory tutorials will provide bespoke support in individual writing projects. Students will develop research skills through embedded Library support and use these to add depth to their own area of interest. They will be given

to access to a range of literature relating to their area of interest which will enable then to compare contrasting viewpoints and findings.

Links across the Debates in Early Childhood module will give students opportunities to explore their findings with peers and in class discussion before submitting their final work.

The 5,000 wordcount indicated for the Dissertation is a maximum wordcount. Students are given the flexibility to work under this stated wordcount. In planning the most appropriate length and structure for each projects we strongly encourage students to work proactively with their individual supervisor and engage with the full range of module and university-wide assessment guidance and resources provided within module handbooks and on the VLE assessment guidance pages.

Assessment tasks:**Dissertation (First Sit)**

Description: A literature-based study that will analyse a range of relevant research and include a focus on implications for practice (5000 words).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Dissertation (Resit)

Description: A literature-based study that will analyse a range of relevant research and include a focus on implications for practice (5000 words).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Early Years Education {Top Up} [Frenchay] BA (Hons) 2025-26