



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Y3 Dissertation – including experience in EY settings				
Module Code	UTTGH-45-3	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	45	ETCS Credit Rating	22.5	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	A successful CRB check confirmed by the faculty academic registrar Students must be fit to work in an EY setting (self-certification)	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	2 <sup>nd</sup> May 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify a focus for research in early childhood and provide a critical rationale for the choice of topic for research(Element 2);</li> <li>2. Identify and address ethical issues (Element 1/2);</li> <li>3. Consider a range of methods of data collection and critically analyse methods selected (Element 1/2);</li> <li>4. Understand how to conduct an independent, empirical research study based on experience of practice and data collection (Element 2);</li> <li>5. Reflect analytically on data collected and implications of the study for future work (Element 2);</li> <li>6. Reflect analytically on policy and practice relevant to the identified study(Element 2);</li> </ol>

	<p>7. Understand how to write up an empirical research study with particular attention to multiple perspectives and ethical reporting and analysis (Element 2).</p> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following</p> <p>8. Reflect on issues in work-related learning;</p> <p>9. Revisit understanding of safeguarding processes.</p> <p>10. Writing for publication</p>
Syllabus Outline	<ul style="list-style-type: none"> <li>• Work-related learning – arranging, checklists and expectations</li> <li>• Work Related Learning – review safeguarding children, practice issues and ethics in practice</li> <li>• Identifying and refining ideas for appropriate empirical studies with young children;</li> <li>• Exploring ethical issues relating to proposed studies;</li> <li>• Methods</li> <li>• Gathering data with babies and young children</li> <li>• Reliability, validity, reflexivity</li> <li>• Findings and analysis</li> <li>• Ethics of writing up and impact of research</li> <li>• Writing for publication</li> </ul>
Contact Hours/Scheduled Hours	<p>Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact, as well as 20 days Work Related Learning in an early years setting.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p><b>Whole cohort events:</b> 11 hours</p> <p><b>Smaller group events</b> (seminars, tutorials, workshops, presentations):21 hours</p> <p><b>Guided study</b> (group and individual tasks, including online engagement): A large amount of guided study with the support of the student's supervision tutor is expected for a dissertation module.</p> <p><b>Work related learning</b> - At least 100 contact hours work related learning in an Early Years setting. At least half of this time must consist of days of at least 5 hours contact time with children, and includes the beginning or end of each session.</p>
Teaching and Learning Methods	<p><b>Scheduled learning:</b> This includes lectures, seminars, tutorials, workshops, directed study, online engagement and e-mail contact.</p> <p><b>Independent learning:</b> As a project module there is an expectation that students will engage in a large amount of independent work which will be supported by the scheduled learning, including particular guidance from the assigned supervision tutor. This work also includes hours engaged with essential reading, additional reading around areas of particular interest and dissertation preparation and completion.</p> <p><b>Independent work-based learning:</b> At least 100 contact hours work related learning in an Early Years setting. At least half of this time must consist of days of at least 5</p>

	hours contact time with children, and includes the beginning or end of each session.
Reading Strategy*	<p><b>Essential reading:</b> 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.</p> <p><b>Further reading:</b> 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.</p> <p><b>Access and skills:</b> 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.</p> <p><b>Indicative reading list:</b> 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.</p>
Indicative Reading List	<p>Christensen, P. and James, A. (2008) <i>Research with Children: Perspectives and Practices. 2<sup>nd</sup> Edition</i>. Oxon: Routledge.</p> <p>Clark, A. and Moss, P. (2001), <i>Listening to Young Children: the mosaic approach</i>, London: National Child Bureau</p> <p>Cohen, L., Mannion, L. and Morrison, K. (2011) (7<sup>th</sup> edition), <i>Research Methods in Education</i>. London: Routledge</p> <p>Greene, S. and Hogan, D. (2005) <i>Researching Children's Experiences: methods and approaches</i>. London: Sage. <b>(available as an e-book)</b></p> <p>Harcourt, D., Perry, B. And Waller, T. (eds) (2011) <i>Researching Young Children's Perspectives</i>. London: Routledge</p> <p>Mukherji, P. And Albon, Deborah (2010) <i>Research Methods in Early Childhood: An Introductory Guide</i>, London: Sage</p>

### Part 3: Assessment

Assessment Strategy	<p>Empirical dissertation</p> <ul style="list-style-type: none"> <li>• This assignment allows students to specialise in a particular aspect of the programme.</li> <li>• The student must demonstrate to the supervising tutor that the work submitted does not duplicate work previously submitted for assessment for other modules within the intended programme.</li> </ul>
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Identify final assessment component and element	<b>Component A2</b>	
% weighting between elements 1 and 2 (Standard modules only)	<b>A:</b>	<b>B:</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
<p>1. An individual presentation of a research proposal for the student's empirical study described in Element 2.</p> <p>5 minutes per presentation with an additional 1-2 minutes for tutor question/s.</p> <p>Students can refer to notes but should not read from a prewritten script</p> <p><u>Assessment Criteria:</u> DL3, EL3</p> <p><b>D L3: Research Domain</b> The assignment demonstrates that the student can plan for and execute a small-scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.</p> <p><b>E L3: Ethical Domain</b> 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.</p>	20	
<p>2. An empirical study of between 9000 -10,000 words, precise title to be negotiated with the tutor.</p> <p>In order to undertake research with children the student will need approval from their tutor regarding ethics.</p> <p>In addition, any student who has been awarded a Fail or non-submission for element 1 must see the module leader to discuss and agree their plans for their empirical study before embarking on their research with children.</p> <p>In order to pass the module, a record of Work Related Learning days undertaken must be attached to the front of this work.</p> <p>In the event of a student being asked to leave an Early Years setting because of concerns about work or conduct, they will be deemed to have failed the module.</p> <p><u>Assessment Criteria:</u> AL3, BL3, CL3, DL3, EL3, GL3.</p> <p><b>A L3: Conceptual Domain (Core)</b> 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.</p> <p><b>B L3: Literature Domain</b> The assignment demonstrates that the student can reference appropriate literature</p>	80	

<p>and utilise it in the development of analysis and discussion of ideas.</p> <p><b>C L3: Contextual Domain</b> The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.</p> <p><b>D L3: Research Domain</b> The assignment demonstrates that the student can plan for and execute a small-scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.</p> <p><b>E L3: Ethical Domain</b> 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.</p> <p><b>G L3: Action Domain</b> The assignment demonstrates that the student can explore the relationship between theory and practice, and use reflection to develop personal theory and/or consider its implications for practice, with due regard to issues of equity and social justice, appraising future development needs and/or outcomes.</p>	
<b>Component B</b>	<b>Element weighting</b>
<b>Description of each element</b>	<b>(as % of component)</b>
1.	
2.	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A (controlled conditions)</b>	<b>Element weighting</b>
<b>Description of each element</b>	<b>(as % of component)</b>
<p>1. An individual presentation of a reflection on the learning journey undertaken in completing their empirical study described in Element 2, Reflections to include reference to methodological and conceptual modifications required and implemented.</p> <p>5 minutes per presentation with an additional 1-2 minutes for tutor question/s.</p> <p>Students can refer to notes but should not read from a prewritten script</p> <p><u>Assessment Criteria:</u> DL3, EL3</p> <p><b>D L3: Research Domain</b> The assignment demonstrates that the student can plan for and execute a small-scale enquiry in a systematic and reflexive manner, clearly justifying plans and methods on technical grounds and evaluating research outcomes.</p> <p><b>E L3: Ethical Domain</b> 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.</p>	20
<p>2. An empirical study of between 9000 -10,000 words, precise title to be negotiated with the tutor.</p> <p>In order to undertake your research with children you will need approval from your tutor regarding ethics.</p> <p>In addition, any student who has been awarded a Fail or non-submission for element 1 must see the module leader to discuss and agree their plans for their</p>	80

<p>empirical study before embarking on their research with children.</p> <p>In order to pass the module, a record of Work Related Learning days undertaken must be attached to the front of this work.</p> <p>In the event of a student being asked to leave an Early Years setting because of concerns about work or conduct, they will be deemed to have failed the module.</p> <p><u>Assessment Criteria</u>: AL3, BL3, CL3, DL3, EL3, GL3.</p>	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>
1.	
2.	
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	