



## **Module Specification**

### **Dissertation - Including Experience in EY Settings**

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## Part 1: Information

**Module title:** Dissertation - Including Experience in EY Settings

**Module code:** UTTGQH-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:** Guided Study 2026-27

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module prepares and supports students in carrying out and writing up a research study for their dissertation. There is an expectation that students engage in a considerable amount of independent learning as part of this final, extended study. Normally, students are expected to spend at least 100 work-related learning contact hours in an Early Years setting, with part of this time to carry out their research study.

**Features:** Module Entry requirements: A successful CRB/DBS check confirmed by Admissions. Students must be fit to work in an EY setting (selfcertification) (UK route only).

**Educational aims:** This module will involve developing and putting into practice the skills and attributes required to undertake a research project relating to early childhood. This will involve all phases of a research project, including identifying a research focus/question, philosophical approaches, methodologies, ethics, methods, working with participants (where possible), presenting findings and writing up the study.

**Outline syllabus:** The Early Childhood programme views teaching and learning as an active and collaborative process and highly values the student voice as central to this. Teaching sessions will include a range of activities such as lectures, group discussions, small group projects, reading analysis and design and production. Students who attend regularly and engage in the required reading and activities, both in the sessions and independently, will develop a deeper understanding of the module topics and debates. Each student will be assigned a project supervisor who will offer significant support and formative feedback through tutorials, directed study, online engagement and email contact. There is an expectation that students engage in a considerable amount of independent learning as part of this final, extended study.

Students will also be guided in the arrangements for work-related learning including checklists and expectations and will review further requirements including safeguarding children and issues and ethics in practice. Some attention will also be focused on writing for publication.

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** There will be some lectures and seminars and 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 engage in a considerable amount

of independent learning as part of this final, extended study.

Students will also be guided in the arrangements for work-related learning including checklists and expectations and will review further requirements including safeguarding children and issues and ethics in practice. Some attention will also be focused on writing for publication

Contact time for this module will take the form of lectures, seminars, tutorials, directed study, online engagement and e-mail contact as well as usually 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 the end of the session.

Work-Related Learning and corresponding research should be undertaken in a setting where there is a professional with a qualification to ensure that the student will be supported appropriately in their professional development. The type of professional qualification will vary, depending on the type of setting, examples may include:

A minimum Level 3 related qualification, Early Years Teacher Status, Qualified Teacher Status, a social work qualification and experience with working with young children, speech and language qualification, post graduate qualification in play/art therapy.

Only in exceptional circumstances would a student be permitted to complete research and WRL in a setting where this is not the case. A clear rationale would be required to be submitted and discussed carefully with the module leader and dissertation team. Tutors would need to ensure that students are engaging in a worthwhile experience and that the placement can support fulfilment of the EC degree outcomes (please refer to the programme specification).

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

**MO1** Identify a focus for research in early childhood and provide a critical rationale for the choice of topic for research

**MO2** Identify and address ethical issues

**MO3** Consider a range of methods of data collection and critically analyse methods selected

**MO4** Demonstrate understanding of how to conduct an independent, empirical research study based on experience of practice and data collection.

**MO5** Understand how to write up an empirical research study with attention to, and reflection on multiple perspectives and ethical reporting and analysis.

**Hours to be allocated:** 450

**Contact hours:**

Independent study/self-guided study = 315 hours

Placement = 100 hours

Face-to-face learning = 35 hours

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

## **Part 4: Assessment**

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

There are two assessment task:

- 1) Ethical review application – Max 1500 words
- 2) Dissertation - 10,000 words

Why is this assessment being used?

The assessment tasks on this module are designed to enable students to demonstrate their ability to undertake a small-scale research project, based on a topic of relevance to early childhood. As a substantial module in their final year of study, the assessment requires of students to apply learning from across the

programme to their research interest.

The assessment tasks will require of students to demonstrate their knowledge, skills and understanding in a number of key areas of learning, including:

- design, develop and critically reflect on early childhood research
- synthesise a range of information sources
- recognise and respond to moral and ethical issues involved in research in early childhood
- draw upon a broad, critical understanding of theory, research and policy.

How will students be supported to meet the assessment requirements?

Students are introduced to early childhood research and research methods from an early point in their programme. In their second year of study they undertake a research methods module which includes a research proposal. Students are supported with a mix of group taught sessions and individual supervisory support. The first assessment task enables students to develop an ethical review application, crucial in the early childhood field, which forms an important part of their research project. Completion of the ethical review application will give students the opportunity to explicitly and thoroughly reflect on all aspects of ethical practice in relation to their proposed study aims, research questions, methodology, research participants and data. The second assessment task involves a write up of their research project, which students receive guidance on through the taught sessions and in their supervisory meetings.

The 10,000 wordcount indicated for the early childhood research project assessment task is a maximum wordcount. Students are given the flexibility to work under this stated wordcount. Assessment wordcounts are one of a range of supportive guidance measures offered to students to help them fully address the assessment requirements, and to meet the module learning outcomes. In planning your projects we strongly encourage you to work proactively with your allocated individual supervisor, alongside engaging with assessment guidance provided within the module handbook, on the VLE assessment guidance pages and through the module taught sessions. A record of work-related learning days (100 contact hours) (apart from in exceptional circumstances) and the completed ethical review application

must be included in the dissertation assignment submission.

#### Notes on the ethical review application

All students must have completed the ethical review application, signed off by their supervisor, before beginning their research in a setting. If the supervisor has any concerns which cannot be resolved with the tutee, then the ethical review application will be passed to the module leader and then potentially to the Faculty Research Ethics Committee to consider. Any subsequent changes to the project need to appear as amendments to the ethical review application form and re-submitted to the supervisor for approval and re-signing.. Any student who has been awarded a fail or non-submission for assessment 1 must work with their supervisor to sign off their ethical review application before embarking on their research.

#### **Assessment tasks:**

##### **Set Exercise (First Sit)**

Description: Completion of an Ethical Review Application Form for the student's study described in Assessment 2. Maximum 1500 words

Weighting: 0 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

##### **Dissertation (First Sit)**

Description: A study of 10,000 words, precise title to be negotiated with the tutor.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

##### **Set Exercise (Resit)**

Description: Completion of an Ethical Review Application Form for the student's study described in Assessment 2. Maximum 1500 words

Weighting: 0 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2

**Dissertation (Resit)**

Description: A study of 10,000 words, precise title to be negotiated with the tutor.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

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

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

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