



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Dissertation – including experience in EY settings				
Module Code	UTTQGH-45-3	Level	3	Version	3
UWE Credit Rating	45	ECTS Credit Rating	22.5	WBL module?	Yes
Owning Faculty	Arts, Creative Industries and Education	Field	Primary, Early Childhood and Education Studies		
Department	Education and Childhood	Module Type	Project		
Contributes towards	BA Hons Early Childhood (UK and Villa College Route)				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	A successful CRB/DBS check confirmed by Admissions. Students must be fit to work in an EY setting (self-certification) (UK route only)		
First CAP Approval Date	2 nd May 2012	Valid from	September 2012		
Revision CAP Approval Date	July 2016	Revised with effect from	September 2016		

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"> 1. Identify a focus for research in early childhood and provide a critical rationale for the choice of topic for research (Component A Element 2); 2. Identify and address ethical issues (Component A Element 1 /2); 3. Consider a range of methods of data collection and critically analyse methods selected (Component A Element 1 /2) 4. Understand how to conduct an independent, empirical research study based on experience of practice and data collection (Component A Element 2); 5. Reflect analytically on data collected and implications of the study for future work (Component A Element 2); 6. Reflect analytically on policy and practice relevant to the identified study(Component A Element 2); 7. Understand how to write up an empirical research study with particular

	<p>attention to multiple perspectives and ethical reporting and analysis (Component A Element 2).</p> <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following</p> <ol style="list-style-type: none"> 8. Reflect on issues in work-related learning; 9. Revisit understanding of safeguarding processes. 10. Writing for publication
Syllabus Outline	<ul style="list-style-type: none"> • Work-related learning – arranging, checklists and expectations • Work Related Learning – review safeguarding children, practice issues and ethics in practice • Identifying and refining ideas for appropriate empirical studies with young children; • Exploring ethical issues relating to proposed studies; • Methods • Gathering data with babies and young children • Reliability, validity, reflexivity • Findings and analysis • Ethics of writing up and impact of research • Writing for publication
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 100 hours 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>Whole cohort events: 9 hours</p> <p>Smaller group events (seminars, tutorials, workshops, presentations):26 hours</p> <p>Guided study (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>Work related learning - 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> <p>Contact hours and patterns of delivery for Villa route may vary.</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes lectures, seminars, tutorials, workshops, directed study, online engagement and e-mail contact.</p> <p>Independent learning: 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>Independent work-based learning: 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>

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				
<i>Number of credits for this module</i>				45
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
450	35	315	100	450

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	80%
Practical exam assessment percentage	20%
	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	<p>Christensen, P. and James, A. (2008) <i>Research with Children: Perspectives and Practices. 2nd 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) (7th 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.</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>
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Part 3: Assessment

Assessment Strategy	<p>The module learning outcomes will be assessed through an individual presentation and a dissertation based on empirical research.</p> <p>The assessment tasks will be assessed against the following Department of Education and Childhood assessment criteria:</p> <p>A L3: Conceptual Domain (Core) 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 L3: Literature Domain The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.</p> <p>C L3: Contextual Domain 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>D L3: Research Domain 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>E L3: Ethical Domain 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>G L3: Action Domain 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> <p>In order to pass the module, a completed UWE University Ethics Committee form, approved and signed by the study supervisor or module leader, must also be submitted.</p>
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	<p>All students must have completed a UWE Application for ethical review of research involving human participants form (adapted for the Department of Education and Childhood) and had this approved and signed off by their supervisor <i>before</i> beginning their research. If the supervisor has any concerns which cannot be resolved with the tutee then the ethical review 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 form and re-submitted to the Supervisor for approval and re-signing. The completed Ethical Review form must be included in the assignment submission.</p>
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Identify final assessment component and element	Component A2	
% weighting between elements 1 and 2 (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
<p><u>Element 1</u> An individual presentation of a research proposal for the student's empirical study described in Element 2.</p> <p>7 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>Assessment Criteria: BL3, DL3, EL3</p>	20	
<p><u>Element 2</u> An empirical study of 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 component A 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 also be submitted.</p> <p>The completed Ethical Review form must be included in the assignment submission.</p> <p>Assessment Criteria: AL3, BL3, CL3, DL3, EL3, GL3.</p>	80	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
<p><u>Element 1</u> 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>7 minutes per presentation with an additional 1-2 minutes for tutor question/s.</p> <p style="text-align: center;">Students can refer to notes but should not read from a prewritten script</p> <p>Assessment Criteria: BL3, DL3, EL3</p>	20
<p><u>Element 2</u> An empirical study of 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 component A 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 also be submitted.</p> <p>The completed Ethical Review form must be included in the assignment submission.</p> <p>Assessment Criteria: AL3, BL3, CL3, DL3, EL3, GL3.</p>	80
Component B Description of each element	Element weighting (as % of component)
<p>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.</p>	

FOR OFFICE USE ONLY

First CAP Approval Date	2 nd May 2012			
Revision CAP Approval Date	July 2016	Version	2	
Revision CAP Approval Date	31 May 2017	Version	3	RIA 12350