



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Dissertation: Early Years				
Module Code	UTTGR-30-3	Level	3	Version	3
Owning Faculty	ACE	Field	Primary, Early Years and Education Studies		
Contributes towards	BA(Hons) Primary Early Years Education (ITE)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Project
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	04/05/12 20/05/14
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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"> 1. Demonstrate enhanced knowledge of early years' practice (A2); 2. Identify an appropriate issue for a reflective study designed to enhance their understanding of transformational learning and teaching in early years settings (A1 & A2); 3. Understand, address and analyse ethical issues, demonstrating awareness of multiple perspectives (A1 & A2); 4. Critically review the literature relevant to their study (A2); 5. Identify, select and use appropriate investigative strategies to plan, undertake and evaluate a small-scale research enquiry (A1 & A2); 6. Reflect on the significance of their study for personal and/or professional understanding(A2) ; 7. Make explicit the research outcomes, which may be shared with colleagues where appropriate (A2).
Syllabus Outline	<p>Specialist subject input.</p> <p>Research ethics and methodology</p>

Contact Hours/Scheduled Hours	Equivalent of 36 hours lectures + 36 hours seminars.																				
Teaching and Learning Methods	Lectures, seminars, field work, tutorials, directed tasks, independent study. Students will be supported by a Dissertation tutor.																				
Key Information Sets Information	<p>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.</p> <p>Further detail on Key Information Sets and how the University is implementing its requirements can be found at https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx This also contains further guidance on how to complete the information requested below.</p> <p>A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.</p> <p>Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.</p> <table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table>	Key Information Set - Module data					Number of credits for this module				30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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Reading Strategy	<p>It is essential that students read one of the many texts on research methods available through the Library. Module guides will also reflect the range of reading to be carried out.</p> <p>Students are expected to identify all other reading relevant to their chosen research topic for themselves. They will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely.</p> <p>The development of literature searching skills is supported by a Library seminar provided within the first semester and by the Graduate Development Programme at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, accessing journal articles electronically, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>																				
Indicative Reading List	<p>Research handbooks:</p> <p>Bell, J. (2010) <i>Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science</i>. Maidenhead: Open University Press</p> <p>Mukerji, P. and Albon, D. (2010) <i>Research Methods in Early Childhood: An Introductory Guide</i>. London: Sage</p>																				

Robson, C. (2011) *Real World Research*. (3rd ed.) Chichester: Wiley

Thomas, G. (2009) *How to do Your Research Project: A Guide for Students in Education and Applied Social Sciences*. London: Sage

Punch, K. (2009) *Introduction to Research Methods in Education*. London: Sage

Specialist readings will be recommended during the module delivery.

Part 3: Assessment

Assessment Strategy

The module learning outcomes will be assessed through an individual presentation and a dissertation. The tasks will be assessed against the following Department of Education Assessment Criteria:

A: Conceptual Domain

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

L3: The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas.

C: Contextual Domain

L3: 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.

D: Research Domain

L3: 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.

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.

G: Action Domain

L3: The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and can use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, appraising professional development needs and/or outcomes.

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 *before* 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.

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Identify final assessment component and element	Component A Element 2
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% weighting between components A and B (Standard modules only)	A:	B:
	100	

Component A Description of each element	Element weighting (as % of component)
<p>Element 1:</p> <p>An individual presentation of a <i>research</i> proposal for the student's study described in Element 2. 7 minutes per presentation with an additional 1-2 minutes for tutor questions. Students can refer to notes but should not read from a pre-written script</p> <p>Assessment criteria: A3, B3, E3, G3</p>	20%
<p>Element 2:</p> <p>A study of 6-8000 words, precise title to be negotiated with the tutor. In order to undertake research with children the student will need approval from their tutor regarding ethics The completed Ethical Review form must be included in the assignment submission.</p> <p>Assessment criteria: A3, B3, C3, D3, E3, G3</p>	80%

Resit (further attendance at taught classes is not required)	
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Component A Description of each element	Element weighting (as % of component)
<p>Element 1:</p> <p>An individual presentation of a research proposal for the student's study described in Element 2. 7 minutes per presentation with an additional 1-2 minutes for tutor questions. Students can refer to notes but should not read from a pre-written script</p> <p>Assessment criteria: A3, B3, E3, G3</p>	20%
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Assessment criteria: A3, B3, C3, D3, E3, G3	
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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.

FOR OFFICE USE ONLY

First CAP Approval Date	4 May 2012			
Revision CAP Approval Date		Version	2	Link to RIA 12139
Revision CAP Approval Date	31 May 2017	Version	3	RIA 12350