



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Enhancing Knowledge for Teaching in Early Years Education: Dissertation				
Module Code	UTTGR-30-3	Level	3	Version	1.1
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		
Excluded Combinations			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; (A) 2. Identify an appropriate issue for a reflective study designed to enhance their understanding of transformational learning and teaching in early years settings; (A) 3. Critically review the literature relevant to their study; (A) 4. Identify, select and use appropriate investigative strategies to plan, undertake and evaluate a small-scale research enquiry; (A) 5. Reflect on the significance of their study for personal and/or professional understanding; (A) 6. Make explicit the research outcomes, which may be shared with colleagues where appropriate. (A)
Syllabus Outline	<p>Lectures/seminars on innovative practice within specialist area.</p> <p>Pedagogical practices for raising achievement within the specialist area in school/early years' setting will be critically reviewed.</p>

	Dissertation lectures, seminar and tutorials.																				
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"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">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 style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>				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</i></p>																				

	<p><i>Introductory Guide. London: Sage</i></p> <p>Robson, C. (2011) <i>Real World Research</i>. (3rd ed.) Chichester: Wiley</p> <p>Thomas, G. (2009) <i>How to do Your Research Project: A Guide for Students in Education and Applied Social Sciences</i>. London: Sage</p> <p>Specialist readings will be recommended during the module delivery.</p>
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Part 3: Assessment	
Assessment Strategy	The Dissertation module allows the student to investigate an area of specialist pedagogy that is of national or school concern in a small-scale classroom-based action research enquiry project and evaluation, supported by a relevant literature review.

Identify final assessment component and element	Component A Element 2	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
Component A Description of each element	Element weighting (as % of component)	
Element 1: Presentation Research proposal 1000 words equivalent (handed in separately in Autumn term)	10%	
Element 2: Dissertation. 6000-8000 words.	90%	
Component B Description of each element	Element weighting (as % of component)	

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Resit (further attendance at taught classes is not required)	
Component A Description of each element	Element weighting (as % of component)
Element 1: Presentation Research proposal 1000 words equivalent (handed in separately in Autumn term)	10%
Element 2: Dissertation. 6000-8000 words.	90%
Component B Description of each element	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.	