

Module specification

1. Factual information			
Module title	NC6204: Work Based Project		
Module tutor	Tom Parsons	Level	6
Module type	Taught	Credit value	50
Mode of delivery	100% face-to-face		
Notional learning hours	500 notional hours, made up of: Lectures: 30 hours Supervisor support: 9 hours Optional tutorials: 20 hours Assessment workshops: 6 hours Independent study: 435 hours		

2. Rationale for the module and its links with other modules
The module is designed to facilitate empirical enquiry for students to successfully complete their honours degree and to embed the lifelong research skills that enables students to further develop their practice and understanding of the field. The module builds and expands upon the observation and interview-based practices in addition to the ethical principles explored and applied in NC4201 The Developing Practitioner and NC5201 Working Professionally with Parents and Carers. Students will have the opportunity to further pursue interests and passions related to any module delivered on the course according to their research focus.

3. Aims of the module
Early years practitioners are always observing and assessing and these skills are core to empirical research with children. This module is the opportunity for students to focus in detail on a subject that interests them. This module will support students to find and synthesise literature on or related to their topic, establish the methodology they need to gather appropriate data in a work-based setting; analyse raw data and critically reflect on what their findings tell them about their chosen topic and consider the implications for practice. Students will uphold the necessary ethical considerations for research in the early years and reflect on their project. The ultimate aim of this module is to guide and empower students towards making new discoveries!

4. Pre-requisite modules or specified entry requirements
None.



5. Is the module compensatable?
Yes – via assessment average.

6. Learning, teaching and assessment strategy for the module
Lectures Tutor-led and student-led seminars and tutorials Tutor-directed study and self-directed study Online tasks and through information searches and research Individual activities Seminars Study groups

7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Synthesise literature to establish context for a research investigation
2. Apply knowledge of research methodology to effectively plan a research investigation
3. Critically analyse the ethical implications and trustworthiness of the proposed research investigation
4. Demonstrate the ability to present and analyse empirical data from a work-based setting
5. Contextualise findings in accordance with literature to draw conclusions and make sector-appropriate recommendations
6. Critically reflect on the process of empirical enquiry

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2; A3	B2	C2	D1; D2

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

Trimester 1

- Introduction to a work-based project: Examining the steps of a research journey
- Effective reading: Searching for, reading, and cataloguing relevant literature
- The purpose of a literature review: Identifying gaps in literature to inform a research project's aims and objectives and the type of research required
- Forming the proposal: Methodologies and methods of data collection
- Evaluating the proposal: Trustworthiness model
- Ethics in research and their application to individual proposals
- Workshop and 1:1s

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

Trimester 2

- Time for action! Planning to conduct the research
- Types of data analysis and exploration
- Analysing and presenting data
- Discussing findings in the context of literature, drawing conclusions, and making recommendations
- Reflecting on the research: Implications of findings and the limitations to the study
- Workshop and 1:1s

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booklet-Rev-July-2020.pdf>.

9. Assessment

Assessment rationale

Assessment 001 requires students to produce a proposal for empirical enquiry, including the literature review. The proposal encapsulates the process of designing and planning a research project through a rationale, literature review, aims and objectives, methodology, research methods, consideration of ethical issues such as trustworthiness.

Assessment 002 enables students to report on the findings of their research. The report will include data presentation, analysis and discussion, draw conclusions and make recommendations, and reflect on the research project. The report will enable students to present and celebrate their discoveries achieved through empirical enquiry.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
001 Essay: Research Proposal	50%	T2	%	LO1; LO2; LO3

9. Assessment				
- 4000 words				
- Reference list				
- Ethics approval form				
002 Report: Work Based Project	50%	T3	%	LO4; LO5; LO6
- 4000 words				
- Reference list				

10. Teaching staff associated with the module
Name and contact details
Tom Parsons tom.parsons@norland.ac.uk

11. Core reading list				
Author	Year	Title	Location	Publisher
Clark, A., Flewitt, M., Hammersley, M. and Robb, M.	2014	<i>Understanding Research with Children and Young People</i>	London	Sage
Creswell, J.W. and Creswell, J.D.	2018	<i>Research design: qualitative, quantitative, and mixed method approaches. 5th edn.</i>	Thousand Oaks	Sage
Flewitt, R. and Ang, L.	2020	<i>Research Methods for Early Childhood Education</i>	London	Bloomsbury Academic
Ince, A. and Kitto, E.	2019	<i>A Practical Guide to Action Research and Teacher Enquiry; Making a Difference in the Early Years.</i>	London	Routledge
Kara, H.	2018	<i>Research ethics in the real world: Euro-Western and indigenous perspectives</i>	Bristol	Policy Press

11. Core reading list				
Author	Year	Title	Location	Publisher
Mukherji, P. and Alban, D.	2023	<i>Research Methods in Early Childhood. 4th edn.</i>	London	Sage
Schulte, M.	2020	<i>Ethics in Research with Young Children</i>	London	Bloomsbury Academic
Williams, K.	2018	<i>Planning your dissertation. 2nd edn.</i>	London	Red Globe Press

12. Other indicative text (e.g., websites)
<p>BERA (2018). <i>Ethical Guidelines for Educational Research</i>. (4th ed) Available at: https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018-online [Accessed: 2 March 2023]</p> <p>Brown, Z and Perkins, H. (2019). <i>Using Innovative Methods in Early Years Research: Beyond the Conventional</i>. Oxon: Routledge.</p> <p>Clark, A. and Moss, P. (2011). <i>Listening to young children: the Mosaic Approach</i>. 2nd edn. London: Routledge.</p> <p>Cohen, L., Manion, L. and Morrison, K. (2018). <i>Research methods in education</i>. 8th edn. London: Routledge.</p> <p>EECERA (2015). Ethical Code for Early Childhood Researchers. Available at: https://www.eecera.org/wp-content/uploads/2016/07/EECERA-Ethical-Code.pdf [Accessed: 2 March 2023].</p> <p>Nichols, S., Schutz, P. and Bahena, S. (2023). <i>How to Read, Evaluate, and Use Research</i>. New York: Sage Publications.</p> <p>Oliver, P. (2012). <i>Succeeding with your Literature Review: a handbook for students</i>. Maidenhead: McGraw Hill Education.</p> <p>Papatheodorou, T., Gill, J. and Luff, P. (2013). <i>Child Observation for Learning and Research</i>. Hoboken: Routledge.</p>



Taylor, J. (2011). 'The intimate insider: negotiating the ethics of friendship when doing insider research', *Qualitative Research*, 11, p.3-22.

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed



Document Control Information	
Policy Title:	NC6204 Module specification
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