

Module specification

1. Factual information			
Module title	Dissertation: Researching in the Home Environment and Beyond		
Module tutor	Viki Bennett-Kane/Dr Alex Morfaki	Level	7
Module type	Dissertation Project	Credit value	60
Mode of delivery	100% online		
Notional learning hours	600 hours Contact hours (comprising online asynchronous recorded sessions and tasks): 18 hours Face to face (online supervision and tutorials): 6 hours Guided independent study hours and completion of assessment task (including hours for assessment preparation): 576 hours		

2. Rationale for the module and its links with other modules
<p>In this module, students will plan, undertake and evaluate the findings of a research project focused on up to two of the specialist strands that they have chosen at the end of the first phase of their studies: supporting behaviour, food and nutrition, sleep hygiene, and home-based pedagogy and care. The design of the research project might incorporate entrepreneurial skills development through the formulation of focused artefacts and approaches. This builds on Researching Children’s Lives: Critical and Creative Methodologies by consolidating aspects of the students’ initial proposed research design to enable them to receive ethical approval. This process will be guided by their study supervisor and will involve the student producing a critical and systematic analysis of literature on the topic. Methodological aspects of their research project, including issues related to the epistemology and ontology, will have to be investigated to demonstrate that they know how to produce a cohesive research design. The procedural and institutional, and ethics underpinning their research will be explored to evaluate the complexities of researching within the home context and beyond. The findings of the research will be analysed to contribute to critical discussions on the topic, consider implications for policy and practice, and formulate approaches and recommendations that aim to enhance their professional practice and understanding in the subject-specific area.</p>

3. Aims of the module
<p>This module aims to equip students with the advanced research skills needed to plan a comprehensive research project that advances practical knowledge and professional understanding of their chosen specialist strand and contributes to current debates on the topic. They will be required to systematically and creatively deal with complex issues and formulate sound judgements based on tacit</p>

3. Aims of the module

professional praxis and ethical conduct. Throughout the process, students will demonstrate self-direction, originality and commitment to advancing knowledge and producing professional artefacts and approaches that enhance the lives of babies, children, families and communities.

4. Prerequisite modules or specified entry requirements

N/A

5. Is the module compensatable?

No

6. Learning, teaching and assessment strategy for the module

Online teaching
Study planners
Interactive work
Independent research work
Research-based tasks
Video analysis
Podcast analysis
Analysis of case studies
Reflective diaries
Discussion fora
Tutorials

7. Intended learning outcomes

At the end of the module, learners will be expected to:

1. Demonstrate a systematic understanding and critical awareness of their chosen topic which is informed by theoretical perspectives to produce a comprehensive critique of the literature.
2. Demonstrate a conceptual understanding underpinned by a critical evaluation of current methodologies and methods to establish the strengths and weaknesses of the investigation.
3. Systematically and creatively address complex ethical issues and formulate sound judgements based on tacit professional praxis and institutional ethical conduct.
4. Clearly communicate synthesised findings to advance scholarship and critically reflect on implications for policy and practice.
5. Critically evaluate the trustworthiness of their findings to demonstrate the rigour of the research process.
6. Formulate new approaches/and or artefacts and make critical recommendations in the field of early childhood education and care that foreground equity, sustainability and inclusion to refine professional practice.

A. Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1, A2, A3	B1, B2, B3, B4	C1, C2, C3, C4, C5	D1, D2, D3, D4

8. Indicative content

Methodologies and approaches to research
Writing your literature review
Ethics in early childhood and care education research

8. Indicative content

Creating feasible research designs
 Revisiting epistemology and ontology
 Data analyses
 Presenting findings
 Reviewing implications and formulating recommendations

9. Assessment

Assessment rationale

Advanced research skills lead to the formulation of new approaches/and/or artefacts that serve to enhance professional practice. Students will be required to demonstrate self-direction and initiative in formulating research questions with reference to their specialist strand(s). They will be expected to create and implement a systematic and ethical research design that interrogates current knowledge and challenges professional understandings. The synthesised findings of the project will be analysed to reflect on implications for policy and practice and produce sound and innovative recommendations.

Assessment task	Weighting	Week submitted	Grading (pass/fail/%)	Module learning outcomes the assessment task maps to
Dissertation – 12,000 words	100%	TBC	%	LO1, LO2, LO3, LO4, LO5, LO6

10. Teaching staff associated with the module
Name and contact details

11. Core reading list				
Author	Year	Title	Publisher	Location
Clark, A.	2017	<i>Listening to young children: a guide to understanding and using the Mosaic approach.</i>	Jessica Kingsley Publishers	London
Cohen, L., Manion, L. and Morrison, K.	2018	<i>Research methods in education</i>	Routledge	
Thomas, G.	2023	<i>How to do your research project: a guide for students</i>	Sage	

12. Other indicative text (e.g., websites)
<p>Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) <i>Bryman’s Social Research Methods</i>. 6th edn. Oxford University Press.</p> <p>Clark, A., Moss, P. and National Children’s Bureau contributor (2005) <i>Spaces to play: more listening to young children using the Mosaic approach</i>. National Children’s Bureau.</p> <p>Clarke, V. and Braun, V. (2023) ‘Approaches to thematic analysis: Becoming a knowing researcher’, in Rees, E., Ledger, A., and Walker, K. (eds) <i>Starting research in clinical education</i>. Wiley, pp. 165-174.</p> <p>Flewitt, R. and Ang, L. (2021) <i>Research methods for early childhood education</i>. 1st edn. London, England: Zed Books.</p> <p>Hackett, A. (2021) <i>More-than-human literacies in early childhood</i>. 1st edn. London, England: Bloomsbury Academic.</p>

Hammersley, M. (2018) 'What is ethnography? Can it survive? Should it?', *Ethnography and Education*, 13(1), pp. 1–17.

Hendry, H., Teszenyi, E., Rodriguez-Leon, L., Maynes, M.-L., Dorrian, J. and Edwards, T. (2025) 'Tensions, assumptions and situated ethics: attuning to the unpredictability of ethics in early childhood research participation', *European Early Childhood Education Research Journal*, 33(3), pp. 483–496.

Hodgins, B. D. and Hodgins, B. (2019) *Feminist Research for 21st-century Childhoods: Common Worlds Methods*. 1st edn. London: Bloomsbury Publishing Plc.

Howe, K. R. and Moses, M.S. (1999) 'Ethics in Educational Research', *Review of Research in Education*, 24(1), pp. 21-59.

Kara, H., Lemon, N., Mannay, D. and McPherson, M. (2021) *Creative research methods in education: principles and practices*. 1st edn. Policy Press.

Mukherji, P. and Albon, D. (2023) *Research methods in early childhood: an introductory guide*. 4th edn. Thousand Oaks: SAGE Publications Ltd.

Newby, P. (2014) *Research methods for education*. 2nd edn. London: Routledge.

Sikes, P. (2006) 'On dodgy ground? Problematics and ethics in educational research', *International Journal of Research & Method in Education*, 29(1), pp. 105–117.

Terry, G., Hayfield, N., Clarke, V. and Braun, V. (2017). 'Thematic analysis', in Willing, C. and Rogers, W.S. (eds) *The Sage Handbook of Qualitative Research in Psychology*. SAGE Publications Ltd, pp. 17-36.

Thomas, G. (2021) *How to do your case study*. 3rd edn. Washington, D.C.: SAGE Publications Ltd.

13. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed