

<b>Module Title:</b>	Independent Learning Module
<b>Module Code:</b>	FDEY071
<b>Level:</b>	5
<b>Credits:</b>	30

**Module Description:**

The aim of this module is to enable students to explore an issue related to Early Years which is of particular interest to each of them. Students will have the opportunity to focus on a particular professional issue of relevance to them or their work setting, and to develop their academic skills in preparation for moving to a higher level of study.

**Indicative Content:**

This module supports undergraduate students in the preparation and submission of Independent Learning worth 30 credits at Level 5. Where the mode of assessment negotiated takes the form of a final report, this report will not exceed 6,000 words.

In negotiating the learning outcomes and activities of the module, students must demonstrate that the learning outcomes are appropriate for Level 5 undergraduate study and will reflect the ability of the student to work autonomously with some supervision.

**Learning and Teaching Methods:**

Sessions will be held to support the student in the understanding of the module and the assignment brief. Once the Learning Outcomes have been devised support will be tutorial based. Tutorial support will be given to support the development, the structure and appropriate content for their assignments through formative assessment. This will be negotiated with the module leaders.

**Specific Learning Resources**

Students will need to identify any resources they need and negotiate access where possible before finalising their learning outcomes.

**Bibliography**

Students will need to research their own reading lists, with the aid of tutors and library staff.

Background Reading

Aubrey, C., David, T., Godfrey, R. and Thompson, L. (2000) [\*Early Childhood Educational Research: issues in methodology and ethics\*](#), London: RoutledgeFalmer  
Bell, J. and Waters, S. (2014) [\*Doing Your Research Project: a guide for first-time researchers\*](#), 6th edition, Maidenhead: Open University Press

## Module Specifications: School of Health & Social Sciences

- Brink-Budgen, R. (2010) [Critical Thinking for Students: learn the skills for analysing, evaluating and producing arguments](#), 4th edition, Oxford: How To Books
- Bryman, A. (2012) [Social Research Methods](#), 4th edition, Oxford: Oxford University Press
- Burton, D. (2005) [Practitioner Research for Teachers](#), London: Paul Chapman
- Clark, M.M. and Waller, T. (2007) [Early Childhood Education and Care: policy and practice](#), London: Sage
- Dane, F. (2011) [Evaluating Research: methodology for people who need to read research](#), London: Sage
- Davies, M.B. (2007) [Doing a Successful Research Project: using qualitative or quantitative methods](#), Basingstoke: Palgrave Macmillan
- Dawson, C. (2009) [Introduction to Research Methods: a practical guide for anyone undertaking a research project](#), 4th edition, Oxford: How To Books
- Denscombe, M. (2014) [The Good Research Guide](#), 5th edition, Maidenhead: Open University Press
- Gillet, A., Hammond, H. and Martala, M. (2009) [Successful Academic Writing](#), Harlow: Pearson
- Green, S. (2000) [Research Methods in Health, Social and Early Years Care](#), Cheltenham: Stanley Thornes
- Greene, S. and Hogan, D. (eds) (2005) [Researching Children's Experience: approaches and methods](#), London: Sage
- Greig, A., Taylor, J. and MacKay, T. (2007) [Doing Research with Children](#), 2nd edition, London: Sage
- Hart, C. (2001) [Doing a Literature Search: a comprehensive guide for the social sciences](#), London: Sage
- Lindsay, G. and Lewis, A. (eds) (2000) [Researching Children's Perspectives](#), 4th edition, Buckingham: Open University Press
- Paige-Smith, A. and Craft, A. (eds) (2011) [Developing Reflective Practice in the Early Years](#), 2nd edition, Maidenhead: Open University Press
- Roberts-Holmes, G. (2014) [Doing your Early Years Research Project: a step-by-step guide](#), 3rd edition, London: Sage
- Sharp, J. (2009) [Success with your Education Research Project](#), 2nd edition, Exeter: Learning Matters
- Stacey, M. (2009) [Teamwork and Collaboration in Early Years Settings](#), Exeter: Learning Matter

## Module Learning Outcomes

### Subject Specific Learning Outcomes

*On successful completion of this module you will be able to:*

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|-------------|--|
| <b>LO 1</b> | Negotiate, plan and carry out a programme of learning or independent study in an academic or professional context, with minimum guidance or supervision.             |
| <b>LO 2</b> | Take responsibility for achieving own learning by negotiating specific learning outcomes, and demonstrating their relevance to the programme and the level of study. |
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**Module Specifications:** *School of Health & Social Sciences*

**LO 3** | Identify and define issues and problems and propose solutions with minimum guidance.

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**LO 4** | Apply own criteria of judgment and challenge received opinion where appropriate. Negotiate an appropriate form of assessment to demonstrate the learning to be achieved.

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**Assessment Title or element**

Report or other agreed mode of assessment, equivalent to not more than 6,000 words. To address the specific scripted outcomes.

**Students will be expected to organise their independent learning time, online references, books, journals and periodicals.\***

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\* All module assessment requires demonstration that the learning outcomes for this module have been achieved.

*Information correct at point of publication.*