



## **Module Specification**

### **Dissertation Education Learning and Development**

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## Part 1: Information

**Module title:** Dissertation Education Learning and Development

**Module code:** UTTGQM-45-3

**Level:** Level 6

**For implementation from:** 2023-24

**UWE credit rating:** 45

**ECTS credit rating:** 22.5

**Faculty:** Faculty of Arts Creative Industries & Education

**Department:** ACE Dept of Education and Childhood

**Partner institutions:** None

**Delivery locations:** Not in use for Modules

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** Not applicable

**Features:** Not applicable

**Educational aims:** In addition the educational experience may explore, develop, and practise but not formally discretely assess the following:

Use ICT effectively in study

Take responsibility for own learning beginning to accommodate new principles and understandings

**Outline syllabus:** Designing effective research studies;

Identifying appropriate methodological approaches to the data collection and analysis

Engaging in bibliographical research

Issues of access and ethics relating to specific research projects and contexts

Data bases and their uses in the research process

Deciding and defending relevance

Positioning the researcher in the study

Presenting, analysing and writing up data

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Contact time on this module is organised through a range of strategies including lectures and tutorials.

Contact time will also be composed of virtual forms of communication using email discussion groups, virtual learning environments (VLEs) and other technology-aided means.

A detailed breakdown of a typical pattern of delivery for this module is as follows:

Whole cohort events: 2 hours

Seminars (including library workshops): 7 hours

Directed study time: 95 hours

Tutorials: 4 hours

Scheduled learning: This includes lectures, seminars, tutorials, workshops, directed study, online engagement and e-mail contact.

Independent learning: There is an expectation that students engage in a considerable amount of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Identify a field and focus for research in the area of education, learning and development

**MO2** Organise and present ideas and information coherently and concisely and provide an evaluation of those ideas

**MO3** Communicate effectively, including the capacity to communicate the processes and outcomes of their learning for this study

**MO4** Execute a small-scale empirical study and provide a critical analysis of the research process or plan and conduct research in a systematic way using secondary sources

**MO5** Demonstrate as appropriate knowledge of ethical issues related to the research

**MO6** Draw on relevant literature and use it in an analytical manner

**MO7** Identify and reflect on key elements of problems related to their enquiry, suggesting appropriate methods for their solution

**Hours to be allocated:** 450

**Contact hours:**

Independent study/self-guided study = 330 hours

Face-to-face learning = 120 hours

Total = 450

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uttgqm-45-3.html) via the following link <https://uwe.rl.talis.com/modules/uttgqm-45-3.html>

## Part 4: Assessment

**Assessment strategy:** The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.

There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.

In order to pass the module, a completed UWE University Ethics Committee form, approved and signed by the study supervisor or module leader, must also be submitted.

A: Conceptual Domain (Core) 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 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 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 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 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.

F: Values Domain The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.

### **Assessment components:**

#### **Dissertation (First Sit)**

Description: A dissertation of 12,000 words on a theme negotiated with the tutor and the precise title to be negotiated with the tutor.

Assessment criteria for an empirical study: AL3, BL3, CL3, DL3, EL3.

Assessment criteria for a library based study: AL3, BL3, CL3, FL3.

The student must demonstrate to the supervising tutor that the work submitted does not duplicate work previously submitted for assessment for other modules within the intended programme.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Dissertation (Resit)**

Description: A dissertation of 12,000 words on a theme negotiated with the tutor and the precise title to be negotiated with the tutor.

Assessment criteria for an empirical study: AL3, BL3, CL3, DL3, EL3.

Assessment criteria for a library based study: AL3, BL3, CL3, FL3.

The student must demonstrate to the supervising tutor that the work submitted does not duplicate work previously submitted for assessment for other modules within the intended programme.

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Education in Professional Practice [Frenchay] BA (Hons) 2023-24