CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Dissertation Education Learning and Development				
Module Code	UTTGQM-45-3		Level	3	Version	1
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies	
Contributes towards	B.A. (Hons.) Education, Learning & Development B.A. (Hons.) Education & Early Childhood				
UWE Credit Rating	45	ETCS Credit Rating	22.5	Module Type	Project
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2013		Valid to	September 2018	

CAP Approval Date	2nd May 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Identify a field and focus for research in the area of education, learning and development (Comp A) 2. organise and present ideas and information coherently and concisely and provide an evaluation of those ideas ; (Comp A) 3. communicate effectively, including the capacity to communicate the processes and outcomes of their learning for this study ; (Comp A) 4. 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 ; (Comp A) 5. demonstrate as appropriate knowledge of ethical issues related to the research ; (Comp A) 6. draw on relevant literature and use it in an analytical manner ; (Comp A) 7. Identify and reflect on key elements of problems related to their enquiry, suggesting appropriate methods for their solution(Comp A) 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
Syllabus Outline	

	- 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
Contact Hours/Scheduled Hours	- 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
Teaching and Learning Methods	**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.
Reading Strategy*	**Essential Reading** 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. **Further Reading** 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. **Access and Skills** 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, evaluating information and referencing. Sign up workshops are also offered by the Library. **Indicative Reading List** The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via the module guide.
Indicative Reading List	Blaxter, L (2006) *How to research* Maidenhead: Open University Press [e-book]

	Edwards, R (2008) *Researching families and communities – social and generational change* London: Routledge
	Gorard, S (2001) *Quantitative methods in educational research - The role of numbers made easy* London: Continuum
	McNiff, J. (2002) *Action research – principles and practice* London: Routledge [e-book]
	Robson, C (2007) *How to do a research project – a guide for undergraduates* Oxford: Blackwell
	Shostak, J (2005) *Interviewing and representation in qualitative research* Maidenhead: Open University Press [e-book]
	Thomson, P (2011) *Researching creative learning – methods and issues* London: Routledge
	British Educational Research Association http://www.bera.ac.uk/

*Please note that this is currently under review and new guidance may be issued in 2012

Part 3: 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.
	Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.

Identify final assessment component and element		A	
% weighting between components A and B (Standard modules only)		**A:** **100%**	**B:**

First Sit	

Component A (controlled conditions) **Description of each element**	**Element weighting**
A dissertation of 12,000 words on a theme negotiated with the tutor and the precise title to be negotiated with the tutor. (+/- 10% of word count) 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. **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.	100%

Resit (further attendance at taught classes is not required)	

Component A (controlled conditions) **Description of each element**	**Element weighting**
A dissertation of 12,000 words on a theme negotiated with the tutor and the precise title to be negotiated with the tutor. (+/- 10% of word count) 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.	100%

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.