University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Final Project					
Module Code	UTLGSV-60-M		Level	M	Version	1
Owning Faculty	ACE		Field		Secondary Education and Lifelong Learning	
Contributes towards	MA Education					
UWE Credit Rating	60	ECTS Credit Rating	30	Module Type	Project	
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	n/a		Module Entry requirements	n/a		
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	1 August 2012

Part 2: Learning and Teaching

Learning Outcomes	On successful completion of this module students will be able to: 1. demonstrate a capacity to select, research and analyse a topic, selecting appropriate research methods for the type of research in question. (Assessment component A) 2. demonstrate a developed capacity to take responsibility for reflection and critical analysis to continuously develop and improve their own performance and the performance of others, applying relevant knowledge and skills when leading practice.(Assess. component A) 3. work creatively and effectively, taking a leading role in implementing changes within a context of risk, uncertainty, conflict and contradiction or where there are complex challenges, including finite resources, and drawing from relevant theory and practice to make informed and balanced judgements. (Assessment component A) 4. take a lead responsibility for managing key aspects of complex change processes, and demonstrate substantially enhanced levels of knowledge and competence in promoting good educational practice within the workplace. (Assessment component A) 5. Produce a scholarly dissertation, appropriate to the level of study. (Assessment component A)

Syllabus Outline	 • Specific research topic selected by student • Statement of research question • Literature review • Justification of methodology for data collection • Data collection • Justification of method of analysis • Analysis • Presentation of data • Presentation of results
Contact Hours/Scheduled Hours	The majority of the work will be conducted during self-initiated study with progress monitored through tutorials with the assigned personal tutor.
Teaching and Learning Methods	The final project builds on the Research Methods in Education module (UTLGSR-20-M). Students who pass Research Methods and have earned at least 60 credits will be assigned a personal tutor with whom they will be expected to have at least three one to one tutorials, the outcome of which will be fully documented. A final project handbook will be available for all students that will include details of: • Regulations • Role of supervisor • Timing and planning • Topic selection • Presentation • Referencing • Assessment
Reading Strategy	Required Reading List Any essential reading will be indicated clearly, along with the method for accessing it, The Alexander College library will hold copies for loan as well as copies for reference only to improve access to required texts. Students will be encouraged to obtain their own copies of required reading. The require reding list will be posted on the course website. Module guides will also reflect the range of reading to be carried out. Recommended Reading Further reading will be required to supplement the set text and other printed readings. Students are expected to identify all other reading relevant to their chosen topic for themselves. They will be required to read widely using the library search, a variety of bibliographic and full text databases, and Internet resources. Many resources can be accessed remotely. The purpose of this further reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature. Access and Skills The development of literature searching skills is supported by a Library seminar provided during induction week. Students will be presented with further opportunities within the course to develop their information retrieval and

	evaluation skills in order to identify such resources effectively. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.
	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	Cohen, L., Manion, L. and Morrison, K. (2011) *Research Methods in Education (6th edition)* London: Routledge Falmer Creswell, J.W. (2011) *Planning, Conducting and Evaluating Quantative and Qualitative Research* (4th Edition) Boston: Pearson Creswell, J.W. (2010) *Designing and Constructing Mixed Methods Research*. London: SAGE Denscombe, M. (2010) The *Good Research Guide for small-scale social research projects* Buckingham: Open University Press. Fowler, F.J. (2008) *Survey Research Methods* London: Sage. Rudestan, K.E. and Newton, R.R. (2007) *Surviving Your Dissertation* 3rd.Edition London: Sage. Scott D and Usher R (2010) *Researching Education: Data, methods and theory in educational enquiry.* London: Continuum International Publishing

Part 3: Assessment

Assessment Strategy	The purpose of this task is to assess understanding of the subject matter in Module UTLGSV-20-M and the ability to reason within knowledge of the subject. The intended learning outcomes for Assessment component A (Final Project – 100%) are the same as for the module. i.e. • demonstrate a capacity to select, research and analyse a topic, selecting appropriate research methods for the type of research in question. (Assessment component A) • demonstrate a developed capacity to take responsibility for reflection and critical analysis to continuously develop and improve their own performance and the performance of others, applying relevant knowledge and skills when leading practice. (Assessment component A) • work creatively and effectively, taking a leading role in implementing changes within a context of risk, uncertainty, conflict and contradiction or where there are complex challenges, including finite resources, and drawing from relevant theory and practice to make informed and balanced judgements. (Assessment component A)

	- take a lead responsibility for managing key aspects of complex change processes, and demonstrate substantially enhanced levels of knowledge and competence in promoting good educational practice within the workplace. (Assessment component A) - Produce a scholarly dissertation, appropriate to the level of study. (Assessment component A)

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1.Final Project Dissertation (15,000 words)	100
2.	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Final Project Dissertation (15,000 words)	100
2.	
Component B **Description of each element**	**Element weighting** **(as % of component)**
1.	
2.	
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.	