University of the West of England BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Dissertation					
Module Code	UTLGBX-60-M		Level	M	Version	4.1
UWE Credit Rating	60	ECTS Credit Rating	30	WBL module?	Yes	
Owning Faculty	ACE		Field	Secondary and Lifelong Learning		
Department	Education		Module Type	Standard		
Contributes towards	MA Education; MA Ed (Early Years); PG Dip Education; PG Dip Education (Early Years); PG Cert Education; PG Cert Education (Early Years).					
Pre-requisites	UTLGBH-30-M		Co- requisites	None		
Excluded Combinations			Module Entry requirements	UTLGBH-30-M		
Valid From	Oct 2014		Valid to			

CAP Approval Date	Nov 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. have extended their understanding of a range of epistemological issues in relation to research (Component A); 2. be able to design and execute a research based study with appropriate attention to methodological rigour (Component A); 3. have a critically informed understanding of the use of specific research instruments (Component A); 4. be able to situate their own research interests within an appropriate body of literature and theoretical framework (Component A); 5. have developed a research based argument and/or practices, including a self-critique of the limitations of their study (Component A); 6. have developed their knowledge and skills as practitioners, drawing together theory and practice that clearly articulates professional practice (Component A); 7. be able to demonstrate an awareness of, and engagement with, appropriate ethical issues (Component A);
Syllabus Outline	The content of the module will reflect individual needs of students, but will focus on the

	execution of students' empirical research and the writing of their dissertations. The dissertations are likely to include: Introduction; Contextualisation; Methodology; Data Collection and Analysis; Implications; Recommendations and Conclusions.
Contact Hours	Each student will be allocated a dissertation supervisor to support their studies. Support will comprise: Individual tutorial support (usually 8 hours per student) with larger support group meetings and documentation (Dissertation Handbook). The student is required to attend at least one tutorial per term with their supervisor.
Teaching and Learning Methods	- Initial induction lecture and workshop / seminar - Additional support workshops (subject to change according to student need, but examples are 'writing your dissertation' and 'completing your ethics form') - Small group support workshops (peer support and sharing experiences) - Individual tutorials with dissertation supervisor - Independent learning for essential reading, data collection and analysis, dissertation writing and completion.
Key Information Sets Information	N/A at M level
Reading Strategy	All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely.
Indicative Reading List	Abbott, I. (2001) *The Future of Educational Research*, London: Routledge Falmer Arthur, J., Waring. M., Coe. R., & Hedges, L.V. (2012) *Research Methods and Methodologies in Education.* London: Sage Booth, A., Papaioannou, D. and Sutton, A. (2012) *Systematic approaches to a successful literature review*. London: Sage. Bridges, D., and Mcnamee, (eds.), (2002), *Ethics and Educational Research*, London: Blackwell. British Educational Research Association (BERA) (2011) *Ethical Guidelines for Educational Research,* London: BERA Bryman, A. (2012) *Social Research Methods* (4e), Oxford: Oxford University Press Cohen, L., Manion, L., & Morrison, K. (2003), *Research Methods in Education* London: Routledge Falmer Creswell, J. W. (2014) *Research design: qualitative, quantitative, and mixed methods approaches.* (4th ed). London: Sage Denzin, K. and Lincoln, N. (2011) *The Sage handbook of qualitative research (4e)*, London: Sage. Dockett, S., Einarsdóttir, J. and Perry, P. (2011) Balancing Methodologies and Methods. In: Harcourt, D., Perry B. and Waller. T., eds. (2011) *Researching Young Children's Perspectives: Debating the Ethics and Dilemmas of Educational Research with Children.* Abingdon: Routledge, pp. 68-82. Gray, D. (2009) *Doing Research in the Real World (2e)* London: Sage Publications Gorard, S. and Taylor, C. (2004) *Combining Methods in Educational Research (Conducting Educational Research)* Maidenhead; McGraw-Hill/Open University Press Hart, C. (2001) *Doing a Literature Search* London: Sage Publications

Hart, C. (2009) *Doing a Literature Review* (2e) London: Sage Publications

Hopkins, D., (2003) *A Teacher's Guide to Classroom Research* Maidenhead: OU Press

Jackson, A. and Mazzei, L. (2012) *Thinking with Theory in Qualitative Research* London: Routledge

James, D. and Biesta, G. (2007) *Improving learning cultures in further education*. London: Routledge.

Kemmis, S., McTaggart, R., & Nixon, R. (2013) *The Action Research Planner: Doing Critical Participatory Action Research* Springer

McAteer, M. (2013) Action Research in Education. London: BERA/Sage.

Silverman, D. (2013) *Doing Qualitative Research: A practical handbook* (4e) London: Sage

Yates, L. (2004) *What Does Good Education Research Look Like?* Maidenhead: Open University Press.

Part 3: Assessment

Assessment Strategy	The assessment will take the form of a dissertation with appendices on a work related area / topic; negotiated at proposal stage and with their supervisor.
	Criteria for Assessment
	ALM: Conceptual Domain (Core): The assignment demonstrates that the student can organise and use 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 showing an ability to transform ideas in the process of developing an argument.
	BLM: Literature Domain: The assignment demonstrates that the student can reference an extensive range of relevant literature and utilise it in the development of analysis and discussion of ideas, including critical engagement with that literature.
	CLM: 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 and is able to critically engage with the contextual significance.
	DLM: Research Domain: The assignment demonstrates that the student can plan for (and execute) a small scale enquiry in a systematic and reflexive manner identifying and explaining epistemological issues around the research process and critically analysing and evaluating research outcomes.

	ELM: 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. In addition there is exploration of some of the problematics arising in relation to ethical dilemmas or decisions. Students may also negotiate with their tutor to include any or all of criteria FLM; GLM; HLM

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

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
Dissertation of 15,000 - 20,000 words.	100%
Component B **Description of each element**	**Element weighting**
N/A	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
Dissertation of 15,000 – 20,000 words	100%
Component B **Description of each element**	**Element weighting**
N/A	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.