

Section One

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| Module Title: Dissertation | Code: EDU7369 |
| Credit Value: 60 | Level: 7 |
| Module Overview | |
| <p>The Dissertation module is the culmination of your Masters programme. It provides you with the opportunity to develop a systematic understanding of research in relation to your chosen area, and to develop your professional practice through the processes of educational research. You will be encouraged to use self-direction and originality in pursuing your development focus through this independent piece of independent research.</p> <p>The module provides you with opportunities to act autonomously in designing and planning a Masters level enquiry; to investigate the relationships between theoretical, practical and research knowledge; and to consider the actual and potential impact on educational practice.</p> <p>Your chosen development focus for the module will be based on your personal, professional and/or organisational needs and priorities. It may build on work carried out in earlier modules, or address an entirely different or new aspect of professional practice.</p> | |

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| Module Learning outcomes: By the end of the module you will be able to: |
| 1. Apply relevant research methodologies and ethical considerations to the design of an extended piece of independent education research |
| 2. Critically analyse evidence gathered using suitable and well-justified data collection methods. |
| 3. Critically reflect on the findings of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system. |

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| Library & Learning Resources – available through REBUS (Reviewed Annually) |
| Purchase |
| n/a |
| Essential (Books/Journals/Specific chapters/Journal Articles) |
| Burton, D. and Bartlett, S., (2009), Key Issues for Education Researchers, London: Sage |
| Denzin, N. and Lincoln, Y., (Eds.) (2005), Handbook of Qualitative Research (3rd Edn). Thousand Oaks: Sage. |

Solomon, A., Wilson, G. and Taylor, T., (2012), *100% Information Literacy Success*, Boston: Wadsworth.

Recommended

Pears, R. and Shields, G. (2016) *Cite Them Right. The Essential Referencing Guide* (10th Edition). London: Palgrave MacMillan.

Background

Richardson, L. and McBryde-Wilding, H. (2009). *Information Skills for Education Students*. Exeter, Learning Matters.

Journals

[Action Research](#)

[British Educational Research Journal](#)

[British Journal of Educational Studies](#)

[Cambridge Journal of Education](#)

[Complicity: An International Journal of Complexity and Education](#)

[Education Inquiry](#)

[Evaluation and Research in Education Journal](#)

[International Journal for Lesson and Learning Studies](#)

[The Journal of Educational Enquiry](#)

[Journal of Education Policy](#)

[Journal of Education for Teaching](#)

[Oxford Review of Education](#)

Learning Schedule (Reviewed Annually)

The activities and topics described below provide a broad indication of the range of topics to be covered within the module. Sessions will be tailored to meet the needs of specific subjects and areas of learning. Related pre and post-session activities will be at the discretion of individual teaching teams but will be consistent with the agreed indicative content and learning and teaching strategies.

More detailed and relevant subject-specific information will be provided for trainees at the start of the module. This module will be taught only on a full-time basis. Most teaching sessions will take place on

Campus through lectures and workshops but trainees will also be required to access learning electronically, through engagement with information and discussion forums on Moodle.

Please note that this schedule is indicative and is subject to change for operational and/or educational reasons. Academic staff constantly monitor and review student progress during the teaching period and will make changes to the schedule as appropriate. Any changes will be notified fully to students.

| Pre-session Activities/Learning | Session Topic/s (incl. delivery style and indicative formative learning activities) | Post-session Activity |
|--|---|------------------------------|
| Selected Reading | Introduction to the dissertation | VLE Q and A session |
| Work on ethics application | Completing your ethics application | Complete ethics application |
| | The remaining sessions for this module will be in the form of individual or small group tutorials held over the duration of the dissertation. Tutorials will be individually negotiated over the period with your supervisor. | |

Section Two – Assessment (Reviewed Annually)

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| Assessment method | Written Dissertation |
| Rationale for method Explanation of why this assessment method has been chosen and how it supports achievement of the learning outcomes and alignment with the programme LT&A strategy | Assessment will be carried out in accordance with the QAA expectations at Level 7. The dissertation is a major piece of independent research that require you to explore the role of research, scholarly activity and evidence-based practice as an important part of professional development. You will demonstrate a knowledge of current issues, initiatives and developments in education and educational research and an understanding of principles that underpin and inform practice-based enquiry approaches to educational research. |
| Assessment outline Guidance on what the assessment should include, level of criticality, articulation, expectations of referencing, the impact of formative activity, etc. | <p>Carry out an extended and substantial piece of independent research into an aspect of educational practice linked to teaching and learning or educational leadership.</p> <p>The commencement of your dissertation is subject to ethical approval and you will need to submit an ethical approval application in line with Faculty guidelines before beginning your dissertation</p> <p>The dissertation will comprise the following:</p> <ul style="list-style-type: none"> • a rationale for selecting the enquiry and development focus; • a critical review of relevant literature (theory and practice); • a justification of the methods used; • an analysis of findings from the enquiry; • an evaluation of impact and implications for future practice |
| Assessment Scope Explanation of the scope and range of the assessment. | 15000 words |
| Feedback Scope Expectations of feedback in terms of timing, format, feedforward, etc. | <p>Formative feedback will be available from your tutor during individual tutorials.</p> <p>You will receive summative written feedback on your submission within 20 working days of it being received. The feedback will outline the key strengths and areas for development in your submission, and suggest strategies you might apply to future assignments in the context of Education Studies. You will also receive a clear indication of your achievement against each of the learning outcomes.</p> |
| Plagiarism | <p>You are reminded of the University's Disciplinary Procedures that refer to plagiarism. A copy of the Disciplinary Procedure is available from iCity.</p> <p>Except where the assessment of an assignment is group based, the final piece of work that is submitted must be your own work. Close similarity between assignments is likely to lead to an investigation for cheating.</p> <p>You must also ensure that you acknowledge all sources you have used.</p> |

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| | <p>Submissions that are considered to be the result of collusion or plagiarism will be dealt with under the University's Disciplinary Procedures, and the penalty may involve the loss of academic credits.</p> <p>If you have any doubts about the extent to which you are allowed to collaborate with your colleagues, or the conventions for acknowledging the sources you have used, you should first of all consult module documentation and, if still unclear, your tutor.</p> |
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| Assessment submission deadline(s) | Submission method (e.g. electronic/Moodle/other) | Return of work (Date not 20 days) |
|---|--|-------------------------------------|
| TBC. Subject to start date of module | Electronic | TBC. Subject to submission deadline |
| Exceptional Circumstances explanation | | |
| Assessment resubmission deadline(s) | Submission method (e.g. electronic/Moodle/other) | Return of work |
| TBC. Subject to Exam Board decision | Electronic | TBC |
| * Resubmission deadline(s) are only relevant if you are unsuccessful in your first attempt – please see University Regulations on resubmission policy and procedure. | | |

Marking Criteria

| | 0 – 39% Fail | 40 – 49% Fail | 50 – 59% Pass | 60 – 69% Strong Pass (merit) | 70 – 79% Very Strong Pass (distinction) | 80 – 100% Exceptionally Strong Pass (distinction) |
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| Criterion 1 Mark: | Apply relevant research methodologies and ethical considerations to the design of an extended piece of independent education research | | | | | |
| | Little or no relevant research methodologies and ethical considerations to the design of an extended piece of independent education research. | Limited relevant research methodologies and ethical considerations to the design of an extended piece of independent education research. | Some relevant research methodologies and ethical considerations to the design of an extended piece of independent education research. | Clear relevant research methodologies and ethical considerations to the design of an extended piece of independent education research. | Comprehensive relevant research methodologies and ethical considerations to the design of an extended piece of independent education research. | Outstanding relevant research methodologies and ethical considerations to the design of an extended piece of independent education research. |
| Criterion 2 Mark: | Critically analyse evidence gathered using suitable and well-justified data collection methods. | | | | | |
| | Little or no critical analysis of evidence gathered using suitable and well-justified data collection methods. | Limited critical analysis of evidence gathered using suitable and well-justified data collection methods. | Some critical analysis of evidence gathered using suitable and well-justified data collection methods. | Clear critical analysis of evidence gathered using suitable and well-justified data collection methods. | Comprehensive critical analysis of evidence gathered using suitable and well-justified data collection methods. | Outstanding critical analysis of evidence gathered using suitable and well-justified data collection methods. |
| Criterion 3 Mark: | Critically reflect on the findings of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system. | | | | | |
| | Little or no critical reflection on the finding of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system. | Limited critical reflection on the finding of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system. | Some critical reflection on the finding of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system. | Clear critical reflection on the finding of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system. | Comprehensive critical reflection on the finding of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system. | Outstanding critical reflection on the finding of your research and their impact for your future practice using a logically structured, well-presented and clearly written format appropriate for a professional audience, accurately using the Harvard referencing system. |

