

Advanced Research and Enquiry Skills Assessment Guide

The assignment for this module is a 4,000 words **Research Enquiry Proposal** that will meet the following learning outcomes:

1. Plan their own independent research/enquiry studies within their own school/education context or setting.
2. Critically engage with the international research literature in ways that inform their independent research and ongoing professional practice
3. Reflect upon the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry.
4. Critically evaluate advanced research/enquiry processes including research design, data analyses and data representation.
5. Critically evaluate different research paradigms, methodologies and perspectives and apply these within their own professional context.

The table below show which learning outcomes are linked to each section of the research enquiry proposal

AREA	Learning outcomes
BACKGROUND AND RATIONALE The background of your proposed research A short literature review	1,2
RESEARCH QUESTION(S) An explanation of the questions to be explored and why they are worth exploring	2,3
RESEARCH METHODOLOGY The research approach (theoretical framework) The research methods appropriate for the proposed research A discussion of advantages as well as limits of particular approaches and methods	3,4,5
PLAN OF WORK & TIME SCHEDULE An outline of the various stages and corresponding timelines for developing and implementing the research	1
BIBLIOGRAPHY A list of references to key articles and texts discussed within your research proposal	2

Getting Started Throughout the module you will work through your 'Research Journey – Reflective Journal'. This tool will provide a space for you to capture your reflections on your engagement with your research and your development as a researcher. Please use this journal to capture your ideas, thoughts and reflection as this will form the basis of the critical reflection elements of the research proposal assignment and in the reflective element of your dissertation.

The research proposal is a concise and coherent document that explains what you plan to do in your dissertation next year. The research proposal will identify your area of research, outline the general area of study, draw on relevant literature, research methodology and the methods you will use to complete your research.

Exploring the structure of the research proposal. The total word count for the proposal is 4,000 words excluding the bibliography

	Indicative word count	Guidance
TITLE		The title should give a clear indication of your proposed research approach or key question
Background and rationale	1,500	The background of your proposed research • Why is the topic worthy of consideration? • Contextual statement A short literature review • This is an indicative literature review. Consider the sources you select, are they academic sources, government documents, policies, reports? • Select key themes/issues linked to the aim/objectives of the study. You are likely to arrive at about 2-3 key themes. You may wish to include sub-headings. • Regard each sub-heading of the literature review as a brief overview and end with a summary of key discussion points, leading the reader to the next key issue/sub-heading. • Present different theories/arguments from published text then answer the 'so what?' question as this will help to present <i>your</i> voice. • Treat the literature review like a jigsaw in that once complete, read, reread and rearrange the content so that issues/arguments are presented in a logical order.
Research Questions	500	• Aim and objectives of study (critical questions). • What is the overarching question (aim) and what are the key objectives you will be exploring, this is likely to be 2 or 3 sub-questions? • An explanation of the questions to be explored and why they are worth exploring
Research Methodology	1,700	The research approach and clear justification (theoretical framework) • Will you do qualitative or quantitative or mixed methods research, and why? • Is your research design exploratory, predictive, descriptive, explanatory, and why? • Are you doing action research or case study approach, and why? The research methods appropriate for the proposed research • What tools and procedures will you use (e.g. surveys, interviews, observations, focus groups) to collect and analyse data? • Why are these the best methods to answer your research questions? • Who are your sample and why? A discussion of advantages as well as limits of particular approaches and methods • A critical evaluation of your chosen approaches. • Do you foresee any potential limitations/obstacles, and how might you address them? Research ethics • What ethical implications will you consider? • How will you plan for and deal with any problems?

Plan of work & and indicative time schedule	300	An outline of the various stages and corresponding time lines for developing and implementing the research. Be SMART, specific, measureable, achievable, realistic and timely. Consider how you will meet the objectives set and set realistic timeframes. For example, how much time will you need to collect the data? How will you gain access to participants or sources? (Example in Appendix 1)
Bibliography		A list of references to key articles and texts discussed within your research proposal – remember to include national and international literature

Assessment Feedback Sheet

Area	Learning outcomes	Weighting	Feedback/Feedforward
BACKGROUND AND RATIONALE	1,2	20%	
RESEARCH QUESTION(S)	2,3	20%	
RESEARCH METHODOLOGY	3,4,5	40%	
PLAN OF WORK & TIME SCHEDULE	1	10%	
BIBLIOGRAPHY & REFERENCING	2	10%	

Assessment Rubric

Assessment Criteria	LO	Distinction (excellent) 70%+	Merit (good) 60 - 69%	Pass (satisfactory) 50 - 59%	Fail 0 - 49%
BACKGROUND AND RATIONALE	1, 2, 3	Excellent plan of their own independent research/enquiry studies within their own school/education context or setting. Excellent critical engagement with international research literature in ways that inform their independent research and ongoing professional practice	Good plan of their own independent research/enquiry studies within their own school/education context or setting Good critical engagement with international research literature in ways that inform their independent research and ongoing professional practice	Satisfactory plan of their own independent research/enquiry studies within their own school/education context or setting Satisfactory critical engagement with international research literature in ways that inform their independent research and ongoing professional practice	An insufficient plan of their own independent research/enquiry studies within their own school/education context or setting Insufficient critical engagement with international research literature in ways that inform their independent research and ongoing professional practice
RESEARCH QUESTION(S)	2, 3	Excellent critical engagement with international research literature in ways that inform the choice of research question Excellent reflection on the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry.	Good critical engagement with international research literature in ways that inform the choice of research question Good reflection on the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry.	Satisfactory critical engagement with international research literature in ways that inform the choice of research question Satisfactory reflection on the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry.	Insufficient critical engagement with international research literature in ways that inform the choice of research question Limited reflection on the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry.

Assessment Criteria	LO	Distinction (excellent) 70%+	Merit (good) 60 - 69%	Pass (satisfactory) 50 - 59%	Fail 0 - 49%
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RESEARCH METHODOLOGY	3,4,5	Excellent reflection on the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry Insightful and focused critical evaluation of advanced research/enquiry processes including research design, data analyses and data representation Excellent critical evaluation of different research paradigms, methodologies and perspectives and apply these within their own professional context.	Good reflection on the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry. Good critical evaluation of advanced research/enquiry processes including research design, data analyses and data representation Good critical evaluation of different research paradigms, methodologies and perspectives and apply these within their own professional context.	Satisfactory reflection on the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry. Satisfactory critical evaluation of advanced research/enquiry processes including research design, data analyses and data representation Satisfactory critical evaluation of different research paradigms, methodologies and perspectives and apply these within their own professional context.	Limited reflection on the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry. Limited critical evaluation of advanced research/enquiry processes including research design, data analyses and data representation Limited critical evaluation of different research paradigms, methodologies and perspectives and apply these within their own professional context.
PLAN OF WORK & TIME SCHEDULE	1	Excellent plan of their own independent research/enquiry studies within their own school/education context or setting.	Good plan of their own independent research/enquiry studies within their own school/education context or setting	Satisfactory plan of their own independent research/enquiry studies within their own school/education context or setting	An insufficient plan of their own independent research/enquiry studies within their own school/education context or setting
BIBLIOGRAPHY & REFERENCING	2	Excellent critical engagement with research literature Harvard referencing is excellent and used correctly and consistently throughout.	Good critical engagement with research literature Harvard referencing practice is good and used throughout to acknowledge sources clearly.	Satisfactory critical engagement with research literature Harvard referencing practice is broadly sound.	Insufficient critical engagement with research literature Harvard referencing practice is poor, with sources acknowledged in an inconsistent manner

