MODULE CODE: **ECGE7002Q**
TITLE: **Faculty of Education and Communities: Dissertation**
DATED: **26/04/2018**

LEVEL: **7**
CREDITS: **60**

JACS CODE: **L400**

AIM(S)

- To provide an opportunity for critical and evaluative research which engages with issues and debate relevant to the student's degree scheme.

- To provide a supportive and critically effective individual tutorial relationship to encourage structured, steady and satisfactory progression in knowledge, research skills and outcomes.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- complete a significant research project reflecting appropriate skills of assimilation, synthesis, argument, communication and presentation in a chosen field relevant to their degree scheme;
- complete their research and present a completed document within the defined timescale and to agreed standards;
- draw on concepts, principles and practices introduced in other modules and demonstrate linkages and relationships;
- establish the present state of knowledge in a defined area and contribute to that knowledge.

INDICATIVE CONTENT

- Students will undertake research methodology workshop sessions which will address generic and specific research issues such as:
  - Identification of a research question/issue;
  - literature review and critical appraisal;
  - use of primary and secondary data;
  - selection of research methodology and tools;
  - recognition of assumptions and limitation of study;
  - research project design;
  - effective management of the research project;
  - structure, style and presentation;
  - drawing conclusions and making deductions;
  - writing scientific/technical papers;
  - ethical considerations.

SUPERVISION AND MANAGEMENT STRATEGY

Following attendance at the research methods workshops the student will have to produce a research proposal with a literature review, rationale, key questions/hypothesis, suggested methodology and research plan. The proposal should be presented on a Postgraduate

Dissertation Proposal Form. On the basis of the research proposal a relevant supervisor will be appointed as well as a second adviser where appropriate. The research proposal will be discussed with the supervisor and a feedback report and recommendation will be produced. The supervisor will meet with the student to discuss the report and the options - continuation with acknowledgement of recommendations, with significant revision or in exceptional cases, mutual agreement to discontinue the dissertation. The supervisor will be allocated so as to reflect the specific area of focus of the dissertation and provide effective and knowledgeable support. All supervision sessions will be recorded on a Postgraduate Dissertation Supervision record. After this process the students will register their dissertation for examination by the University of Wales Trinity Saint David, using standard forms and procedures. A university ethics form must be submitted and approved before the student may begin on the research part of the dissertation.
Subsequently a programme of individual and, where appropriate, small group tutorials will be agreed between the student and the supervisor, defining the nature and frequency of meetings, which will be agreed with the student.
The role of the tutor/supervisor will be to:

- encourage students to explore a range of possible research areas;
- aid in selection of a definitive research area;
- assist in clarification of aims and objectives;
- recommend appropriate research sources and methods with emphasis on fitness for purpose;
- guide the structuring and presentation of the dissertation;
- generally support, encourage and motivate the students in their research.

LEARNING AND TEACHING STRATEGY

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	30	5%
Independent learning	570	95%
Placement learning	0	0
TOTAL	**600**	**100%**

ASSESSMENT

Assessment Component 1

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Dissertation	15,000 words	100%

The dissertation should be approximately 15,000 words in length; this will be in the form of either a literature review or through data collection. Each dissertation will be assessed by an internal examiner - usually a member of the student's programme team - although in exceptional circumstances another member of staff may be involved. The dissertation will be second marked by a member of the course team. All dissertations will be seen by the external examiner.

Students should submit their dissertation accompanied by the Master's Dissertation Submission Form under the guidelines given with this document.

The dissertation will be assessed according to agreed criteria and standards which will be available to the students once they formally start their dissertation research.
The dissertation will be assessed against agreed standards and criteria, e.g:

- planning, organisation and management;
- structure and presentation;
- depth of knowledge;
- depth of research;
- relevance of content;
- development of an argument;
- critical analysis;
- validity of deductions and conclusions.

Assessment Summary

Activity type	**Percentage**
Written exam	
Coursework	100%
Practical	
TOTAL	**100%**

READING LIST

Module Code	**ECGE7002Q**	
Module Title	**Faculty of Education and Communities: Dissertation**	
Classification	**Reading List entry**	**Electronic***
Essential	Biggam, J. (2015) *Succeeding with Your Master's Dissertation: A Step-by-Step Handbook* (3rd ed). Maidenhead: Open University Press.	☐
Essential	BSA. (2004) *Statement of Ethical Practice for the British Sociological Association.* Durham: British Sociological Association.	☐
Essential	Furseth, I. & Everett, E. L. (2013) *Doing Your Master's Dissertation: From Start to Finish (SAGE Study Skills Series*). London: Sage.	☐
Essential	Jessop, J. (2012) *Ethics in Qualitative Research*. London: Sage.	☐
Essential	Newby. P. (2014) *Research Methods for Education* (2nd ed). Abingdon: Routledge.	☐
Essential	Punch. K. F. (2013) *Introduction to Social Research: Quantitative and Qualitative Approaches* (3rd ed). London: Sage Publications Ltd.	☐
Further	Bell, J. (2014) *Doing your research project: a guide for first time researchers in education and social science (6th ed).* Milton Keynes: Open University Press.	☐
Further	*British Educational Research Association* https://www.bera.ac.uk/	☒
Further	*British Educational Research Journal*	☒
Further	Bryman, A. (2016) *Social Research Methods* (5th ed). Oxford: Oxford University Press.	☐
Further	Creswell, J. W. (2013) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed). London: Sage Publications Ltd.	☐

Further	Denscombe, M. (2014) *The Good Research Guide: for small-scale social research projects* (5th ed). Maidenhead: Open University Press.	☐
Further	Denzin, N. K. & Lincoln, Y. S. (eds), (2011) *The Sage Handbook of Qualitative Research* (4th ed). London: Sage Publications Ltd.	☐
Further	Easterby-Smith, M., Thorpe, R. & Lowe, A. (2015) *Management Research: An Introduction* (5th ed). London: Sage Publications Ltd.	☐
Further	Johnson, B. & Christensen, L. (2011) *Educational Research: quantitative, qualitative and mixed approaches.* London: Sage.	☐
Further	Kumar, R. (2014) *Research Methodology: A Step-by-Step Guide for Beginners* (4th ed). Sage Publications: London.	☐
Further	Silverman, D. (2013) *Doing Qualitative Research: A Practical Handbook* (4th ed). London: Sage Publications Ltd.	☒