

MODULE SPECIFICATION PROFORMA

Module Title:	Dissertation	Level:	7	Credit Value:	60
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Module code:	EDM716	Is this a new module?	Yes	Code of module being replaced:	
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Cost Centre(s):	GAPE	JACS3 code:	X210
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With effect from:	September 17
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School:	Social & Life Sciences	Module Leader:	John Luker
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Scheduled learning and teaching hours	30 hrs
Guided independent study	570 hrs
Placement	0 hrs
Module duration (total hours)	600 hrs

Programme(s) in which to be offered	Core	Option
MA Education (all routes)	✓	<input type="checkbox"/>
MA Play, Policy and Practice	✓	<input type="checkbox"/>
MA Education (Youth and Community route)	✓	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: August 17

APSC approval of modification: *Enter date of approval* Version: 1

Module Aims

The aim of this module is to enable students to engage in a significant work-based research project at level seven, drawing upon their experience gained during EDS729 Research Methodology and Enquiry in the Social Sciences. Students will be able to demonstrate a deep level of understanding of the philosophical roots of educational research by arguing the case for a coherent research design for their chosen research question. The research will enable the student to draw upon a wide body of existing knowledge related to a work-based research question. The student will conduct an extensive and critical review of current relevant literature using a range of professional and academic texts. Students will apply practical research skills and research processes in order to demonstrate their ability to conduct ethical research that demonstrates a thorough understanding of social research methodologies and methods.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

		Key Skills	
1	Develop a critically argued and coherent proposal for a Master's level dissertation, including elements of the initial methodology and literature review.	KS1	KS6
		KS9	
2	Demonstrate a critical approach to research methodologies and methods in the Social Sciences.	KS6	KS9
3	Critically evaluate the theoretical perspectives that underpin the chosen research topic.	KS5	KS6
4	Identify, select and evaluate the data that has been collected from primary and secondary sources.	KS4	KS5
		KS6	KS10

5	Critically evaluate the strengths and limitations of the research carried out by both themselves and others.	KS3	KS5
		KS6	KS9
		KS10	
6	Produce an extended piece of writing, with a clear structure, that demonstrates stylistic competence and the use of accurate referencing.	KS1	KS2
		KS3	KS5
		KS6	KS9
Transferable skills and other attributes			
<ul style="list-style-type: none"> • The ability to critically reflect upon professional practice; • Development of study and research skills; • Communicate with others to research in an ethical manner in a professional setting; • Problem solving using appropriate methodologies that can lead to models of practice; • Manage own learning in order to complete the research task within the allocated time. 			
Derogations			
Not applicable			

Indicative assessment:

The dissertation is an independent study, involving the collection and analysis of data from primary sources, carried out by individual students on a topic of their choice. The dissertation should be between 16,000 and 20,000 words in length. Prior to commencing work on the dissertation, all students will present a research proposal for consideration by the programme leader. Dissertation students will be allocated a supervisor from a panel of experienced supervisors, drawing on appropriate subject expertise where appropriate. No student will be able to commence data collection until they have completed the required ethical approval that must be signed by the programme leader.

Two copies of the dissertation should be submitted. The binding should be of a fixed type so that leaves cannot be removed or replaced. The title page must give the following information: the full title; the full name of the author; the words 'submitted in partial fulfilment of the requirements for the degree of Master of Arts in (named degree)'; Glyndŵr University; and the month and year of submission. An abstract, which provides a synopsis of the work undertaken, must be bound into the dissertation. The abstract is regarded as an integral part of the work to be examined and should not exceed 300 words.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3, 4, 5, 6.	Dissertation	100%	N/A	16,000 to 20,000

Learning and Teaching Strategies:

The module will be delivered using an interactive, reflective approach drawing upon the experiences of the participants. The strategies to be adopted will include tutor directed sessions, workshops, investigations, seminars and supported self-study based on learners' own research. Peer learning and peer review are important aspects of this module. The use of the Virtual Learning Environment (VLE) is also encouraged through interactive lectures, activities, forums and discussion groups. This is a work-based learning module during which learners will be engaging with an extensive range of appropriate literature in order to critically evaluate practice during their research project.

Students will each be allocated a supervisor for one-to-one research supervision throughout the year of study. In addition, three face-to-face workshops will be delivered to all students to provide taught content as well as peer-review of individual's progress.

Syllabus outline:

The dissertation research proposal;
Defining the research question;
Arguing a coherent and ethical research design;
Reviewing the literature;
Research methods that fit the chosen methodology;
Analysing the data;
Reporting the findings;
Publishing the research.

Bibliography:

Essential reading

Clough, P. and Nutbrown, C. (2012), *A Student's Guide to Methodology*. Third Edition. London: SAGE Publications Ltd.

Kumar, R. (2014), *Research Methodology: A Step-By-Step Guide for Beginners*. Fourth Edition. London: SAGE Publications Ltd.

Thomas, G. (2013), *How to Do Your Research Project*. Second Edition. London: SAGE Publications Ltd.

Other indicative reading

Biggam, J. (2014), *Succeeding with your Master's Dissertation: A step-by-step handbook*. Third Edition. Maidenhead: Open University Press.

Blaxter, L., Hughes, C. and Tight, M. (2010), *How to Research*. Fourth Edition. Maidenhead: Open University Press.

Bolton, G. (2014), *Reflective Practice: Writing and Professional Development*. Fourth Edition. London: Sage.

Bryman, A. (2016), *Social Research Methods*. Fifth Edition. Oxford: Oxford University Press.

Creswell, J.W. (2014), *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Fourth Edition. London: SAGE Publications Ltd.

Denscombe, M. (2014), *The Good Research Guide for Small-Scale Social Research Projects*. Fifth Edition. Buckingham: Open University Press.

Earles-Reynolds, L-J., Judge, B., McCreery, E. and Jones, P. (2013), *Critical Thinking Skills for Education Students*. Second Edition. London: Learning Matters.

Flick, U. (2014), *An Introduction to Qualitative Research*. Fifth Edition. London: SAGE Publications Ltd.

Gray, D.E. (2014), *Doing research in the Real World*. Third Edition. London: SAGE Publications Ltd.

Hopkins, D. (2015), *A Teacher's Guide to Classroom Research*. Fifth Edition. Buckingham: Open University Press.

O'Leary, Z. (2017), *The Essential Guide to Doing Your Research Project*. Third Edition. London: SAGE Publications Ltd.

Oliver, P. (2010), *The Student's Guide to Research Ethics*. Second Edition. Maidenhead: Open University Press.

Pring, R. (2015), *Philosophy of Educational Research*. Third Edition. London: Bloomsbury Academic.

Punch, K. and Oancea, A. (2014), *Introduction to Research Methods in Education*. Second Edition. London: SAGE Publications Ltd.

Silverman, D. (2015), *Interpreting Qualitative Data*. Fifth Edition. London: SAGE Publications Ltd.

Simons, H. (2009), *Case Study Research in Practice*. London: SAGE Publications Ltd.

Thomas, G. (2015), *How to do Your Case Study*. Second Edition. London: SAGE Publications Ltd.

Williams, M. (2016), *Key Concepts in the Philosophy of Social Research*. London: SAGE Publications Ltd.

Yin, R.K. (2013), *Case Study Research: Design and Methods*. Fifth Edition. London: SAGE Publications Ltd.

Journals:

Educational Research

British Educational Research Journal

Research in Education

International Journal of Educational Research