

Module specification

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Module Code	EDY601
Module Title	Dissertation
Level	6
Credit value	40
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

Programmes in which module to be offered

Programme title	Is the module core or option for this programme
BA (Hons) Education Studies	Core
BA (Hons) Early Childhood Studies	Core

Pre-requisites

Level 5 – Practice Informed Research (60 credits)

Breakdown of module hours

Learning and teaching hours	24 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	24 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
Total active learning and teaching hours	48 hrs
Placement / work based learning	0 hrs
Guided independent study	352 hrs
Module duration (total hours)	400 hrs

For office use only	
Initial approval date	21/8/23

For office use only	
With effect from date	1/9/26
Date and details of revision	
Version number	1

Module aims

The aim of this module is to complete a research dissertation based on existing primary and/or secondary data. Students will receive support to produce an extended piece of independent writing. They will be encouraged to engage and interpret their primary/secondary data to produce a piece of writing which foregrounds their own unique voice as a researcher.

Module Learning Outcomes - at the end of this module, students will be able to:

1	Engage in critical and relevant secondary research to construct a literature review in relation to a chosen research topic.
2	Critically evaluate research methodology.
3	Thematically analyse and present a critical discussion of primary and/or secondary research data.
4	Critically evaluate and present research findings,
5	Propose recommendations for practice and future research.

Assessment

Indicative Assessment Tasks:

Students are to write a research dissertation (8,000 words) which contains the following main sections:

- Introduction
- Literature Review
- Methodology
- Analysis and discussion of findings
- Conclusion

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1,2,3,4,5	Dissertation/Project	100%

Derogations

None.

Learning and Teaching Strategies

Guidance, please provide a statement on the strategies that will be used for this module (may differ module by module)

The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

Students will be required to meet interim deadlines for each section of the dissertation where they can receive formative feedback.

Indicative Syllabus Outline

This module will explore:

- Thematic analysis of research data
- Writing a literature review
- Constructing a methodology
- Presenting data and forming a discussion
- Evaluating findings
- Identifying limitations
- Thinking forward to future research

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Burton, N., Brundrett, M. and Jones, M. (2014), *Doing your Education Research Project*. 2nd ed. London: Sage

Other indicative reading

Eales-Reynolds, L.J., Judge, B., McCreery, E. and Jones, P. (2013), *Critical Thinking Skills for Education Students*. 2nd ed. Exeter: Learning Matters Ltd

Punch, K. and Oancea, A. (2014), *Introduction to Research Methods in Education*. 2nd ed. London: Sage

Thomas, G. (2023), *How to do your Research Project*. 4th ed. London: Sage

Employability – the University Skills Framework

Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

Core Attributes

Ethical

Key Attitudes

Commitment

Adaptability

Practical Skillsets

Digital Fluency

Organisation

Critical Thinking