

Module Outline		Part 1- as validated
1.	<b>Title</b>	<b>Dissertation</b>
2.	<b>Level *</b>	7
3.	<b>Credits</b>	60
4.	<b>Indicative Student Study Hours</b>	Taught class sessions: 12 hours Individual supervision: 8 hours Self-directed Study Hours: 580 hours Total study hours: 600
5.	<b>Core (must take and pass), Compulsory (must take) or Optional</b>	COMPULSORY

### 5. Brief Description of Module (purpose, principal aims and objectives)

The dissertation is a major piece of academic writing, which consists of two elements: a significant literature review, followed by the student's contribution to the subject, which can be either primary research and an analytical evaluation, or a detailed, scholarly juxtaposition and subsequent reconciliation of research perspectives.

The module seeks to enable students to draw on academic skills developed to date, and to provide a platform for professional practice, scholarly insights and academic evaluations to be combined in one larger-scale study.

The writing of a dissertation on a topic of the student's choice is both the culmination of L7 study, and the identification of potential research topics for further study.

### 6. Learning Outcomes –

**On successful completion of this module a student will be able to:**

1.	Identify, examine and define a methodological framework, appropriate for the nature of the topic and the structure of the dissertation
2.	Engage critically with a diverse range of academic resources, suitable for an analytical review
3.	Demonstrate analytical clarity in the evaluation of academic processes, including primary research activities, where applicable
4	Select, justify and critically examine appropriate methods for information gathering and research
<b>Generic learning outcomes</b>	
5.	Manage a diverse range of scholarly activities effectively and independently

6.	Critically review contemporary research on critical issues in education considering the ethical implications and influence of personal bias on the validity and generalisability of the findings
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### 7. Assessment

**Pass on aggregate or Pass all components**  
*(modules can only be pass all components if this is a PSRB requirement)*

n/a

#### Summary of Assessment Plan

	Type	% Weighting	Anonymous Yes / No	Word Count/ Exam Length	Learning Outcomes Coverage	Comments
1	Dissertation	100%	YES	12000	LOs 1-6	

#### Further Details of Assessment Proposals

Give brief explanation of each assessment activity listed

Students receive eight hours of individual supervision, which offer formative feedback on the student's work.

There is a detailed template of a suggested UCC format available on MOODLE.

The dissertation is assessed according to the categories and criteria outlined in the University Centre Colchester's L7 dissertation mark sheet included for reference in the UCC MA module guide and available to students on MOODLE.

### 8. Summary of Pre and / or Co Requisite Requirements

n/a

### 9. For use on following programmes

MA in Education studies

## Module Specification

Part 2- to be reviewed annually

1.	<b>Module Leader</b>	TBC
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2.	<b>Indicative Content</b>	
		At the beginning of the module, students will receive 16 hours of research methodological lectures in which skills developed in L7 modules to date are applied specifically to the planning

<p>and preparation of a dissertation.</p> <p>Lecture/presentation topics include:</p> <ul style="list-style-type: none"> <li>- Selecting scholarly resources for a literature review</li> <li>- Structuring a literature review</li> <li>- Refining research questions</li> <li>- Planning primary research data collection: purpose, scale, ethics, potential outcomes</li> <li>- Embedding data sets in narrative text</li> <li>- Expecting the unexpected: how to re-position a research project</li> <li>- Identifying and articulating the limitations of research</li> </ul>
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<b>3. Delivery Method</b> (please tick appropriate box)					
Classroom Based	Supported Open Learning	Distance Learning	E-Learning	Work Based Learning	Other (specify)
<b>Yes</b>					
If the Delivery Method is <b>Classroom Based</b> please complete the following table:					
	Activity (lecture, seminar, tutorial, workshop)	Activity Duration - Hrs	Comments	Learning Outcomes	
1	Lectures	12		LOs 1-6	
2	Supervision	8	Supervisor 1: 5h Supervisor 2: 3h (subject specialist, as required)	LOs 1-6	
3	Tutorials	1	Minimum of 1 academic tutorial per module per student	LOs 1-4	
4	Self-directed study	580			
	<b>Total Hours</b>	<b>600</b>			
If delivery method is <i>not</i> classroom based then state lecturer hours to support delivery					

<b>4. Learning Resources</b>
<i>To include contextualised Reading List.</i>
<b>Highly Recommended</b>
Alasuutari, P., Bickman, L. & Brannen, J (Eds.), (2008) <i>The SAGE Handbook of Social Research Methods</i> . London: SAGE.
Bigham, J. (2014) <i>Succeeding with your Master's dissertation: A step by step handbook (3<sup>rd</sup> Edition)</i> . London: Open University Press.
Everett, E., Furseth, I. (2013) <i>Doing your Master's Dissertation: From start to Finish</i> . London: SAGE
Oancea, A., Punch, K. (2014) <i>Introduction to Research Methods in Education</i> . London: SAGE.

**Recommended**

Bell, J. (2005) *Doing Your Research Project: A guide for first-time researchers in education, health and social science*. Maidenhead: Open University Press.

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

Bryman, A. (2004) *Social Research Methods*. Oxford: Oxford University Press.

Fisher, C. (2007) *Researching and Writing a Dissertation*. London: FT Prentice Hall.

Kumar, R. (2014) *Research Methodology: A step-by-step Guide for Beginners*. London: SAGE.

McNiff, J. (2013) *Action research: Principles and Practice*. Abingdon: Routledge.

**Other useful texts, websites or resources**

BERA (British Educational Research Association)

<https://www.bera.ac.uk/>