



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

QUALIFI ASSESSMENT DOCUMENT

Qualification	Qualifi Level 7 Diploma in Educational Management
Qualification No (RQF)	
Unit Name	Research Methods in Education
Unit Reference	EDM705
No of Credits	20 Credits

Introduction

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Centre Specification
 - Can be found at <https://qualifi.net/qualifi-level-8-diploma-in-strategic-management-and-leadership/>
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

Plagiarism and Collusion

In submitting the assignment Learner's must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count.

Your accredited study centre will direct you to the appropriate software that checks the level of similarity. Qualifi recommends the use of <https://www.turnitin.com> as a part of the assessment.

Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution.

Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence

Please familiarise yourself on Qualifi's Malpractice and Maladministration policy, where you can find further information

Referencing

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used.

The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however, the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

Qualifi recommends using Harvard Style of Referencing throughout your work.

Appendices

You may include appendices to support your work, however appendices must only contain additional supporting information, and must be clearly referenced in your assignment.

You may also include tables, graphs, diagrams, Gantt chart and flowcharts that support the main report should be incorporated into the back of the assignment report that is submitted.

Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment, in accordance of Harvard Style Referencing, and referenced at the end of the assignment.

Confidentiality

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion.

Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

Word Count Policy

Learners must comply with the required word count, within a margin of +10%. These rules exclude the index, headings, tables, images, footnotes, appendices and information contained within references and bibliographies.

When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Submission of Assignments

All work to be submitted on the due date as per Centre's advice.

All work must be submitted in a single electronic document (.doc file), or via Turnitin, where applicable.

This should go to the tutor and Centre Manager/Programme Director, plus one hard copy posted to the Centre Manager (if required)

Marking and grades

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document.

Unless stated elsewhere, Learners must answer all questions in this document.

Assignment Question

Scenario

Your organisation is seeking funding to extend and improve its educational provision. To receive funding, your organisation must submit a grant application which includes a formal research proposal. You have just been asked to identify a problem or inquiry relevant to the work of your organisation and to create a proposal to conduct a qualitative research study based on that problem or inquiry.

Task

Provide an in-depth 2000-word proposal which includes the following sections:

- 1. Title (title page)**
- 2. Abstract**
- 3. Introduction**
 - Fully explain the topic
 - Provide historical background and a description of the current context
 - Create a statement of purpose to explain why this study is needed
- 4. Research Questions**
- 5. Conceptual Framework and Theory**
- 6. Literature Review**
 - Include at least ten scholarly peer-reviewed journal articles on the topic
- 7. Methods**
 - design and models, if applicable
 - data collection methods
 - data analysis method
- 8. Significance** (How will the study contribute to the organization and its stakeholders?)
- 9. Ethical Considerations**
- 10. References**

You must:

- Provide scholarly evidence and apply relevant theoretical models and frameworks in your report to support your plan.
- Fully explain and justify the methods (i.e. data collection and analysis) you would use to conduct the study citing scholarly sources.
Please note: You are not expected to actually collect and analyse data for the purposes of the proposal).
- Cite sources according to a recognized academic referencing style (Note: Qualifi recommends using Harvard Style of Referencing throughout your work).

Assessment Criteria

1. **Understand the relevance of research within educational contexts**

- 1.1 Justify the contribution of research to education provision
- 1.2 Discuss the significance of research to inform educational practice
- 1.3 Demonstrate an understanding of the relationship between research and evidence-based practice in education
- 1.4 Evaluate an existing piece of research relevant to education

2. **Demonstrate an understanding of fundamental research structure and approaches in education.**

- 2.1 Identify the fundamental process of conducting a research study.
- 2.2 Examine different research methodologies and discuss their application in an educational context.
- 2.3 Explain the significance and application of theory, models and frameworks in research.
- 2.4 Explain and mitigate possible ethical considerations in research.

3. **Collect, analyze and interpret data.**

- 3.1 Create research questions to guide data collection.
- 3.2 Identify and explain types and sources of research data.
- 3.3 Create survey questions for use in qualitative research.
- 3.4 Collect and analyze data using thematic coding analysis method.

4. **Plan a research proposal relevant to management of educational context.**

- 4.1 Justify elements of a research proposal
- 4.2 Create an appropriate research proposal.

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Criteria	80+	70	60	50	40	30	0
Content (alignment with assessment criteria)	Extensive evaluation and synthesis of ideas; includes substantial original thinking	Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking	Adequate evaluation and synthesis of key ideas beyond basic descriptions; includes original thinking	Describes main ideas with evidence of evaluation; includes some original thinking	Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking	Largely incomplete description of main issues; misses key concepts; no original thinking	Inadequate information or containing information not relevant to the topic
Application of Theory and Literature	In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept	Clear and relevant application of theory; fully integrates literature to support ideas and concepts	Appropriate application of theory; integrates literature to support ideas and concepts	Adequate application of theory; uses literature to support ideas and concepts	Limited application of theory; refers to literature but may not use it consistently	Confused application of theory; does not use literature for support	Little or no evidence of application of theory and relevant literature
Knowledge and Understanding	Extensive depth of understanding and exploration beyond key principles and concepts	Comprehensive knowledge and depth of understanding key principles and concepts	Sound understanding of principles and concepts	Basic Knowledge and understanding of key concepts and principles	Limited and superficial knowledge and understanding of key concepts and principles	Confused or inadequate knowledge and understanding of key concepts and principles	Little or no evidence of knowledge or understanding of key concepts and principles
Presentation and Writing Skills	Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax	Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax	Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning	Orderly presentation; minor errors in mechanics and syntax	Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning	Confused presentation; errors in mechanics and syntax often interfere with meaning	Illogical presentation lacking cohesion; contains significant errors that interfere with meaning
Referencing	Advanced use of in-text citation and references	Mastery of in-text citation and referencing	Appropriate use of in-text citation and referencing	Adequate use of in-text citation and referencing	Limited use of in-text citation and referencing	Inadequate use of citation and referencing	Little or no evidence of appropriate referencing or use of sources

Instructor's Comments:

FOR INSTRUCTORS/MARKERS ONLY:

Directions for Using the Qualifi Rubric:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).
2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."
3. To arrive at a mark, total the boxes and divide by 5 to arrive at final mark.

Example:

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Range	80-100	70-79	60-69	50-59	40-49	35-39	0-34

Criteria	Score
Content	50
Application of Theory and Literature	40
Knowledge and Understanding	50
Presentation/Writing Skills	40
Referencing	40
Total Score	220/5 = 44, Basic



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