DOCTORAL ACADEMIC HANDBOOK

Doctorate in Education (DEd)

FAIRVIEW INTERNATIONAL COLLEGE SDN BHD (CORPORATE OFFICE)
4178, Jalan 1/27D, Section 6, Wangsa Maju
53300 Kuala Lumpur, Malaysia

UNIVERSITY COLLEGE FAIRVIEW (CAMPUS)
No.2A, Jalan TP2, Sime UEP Industrial Park,
47600 Subang Jaya, Selangor Darul Ehsan.
T: +603-80237777, F: +603-80237888
www.ucf.edu.my

TABLE OF CONTENTS

1.0 INTRODUCTION

Welcome to the Doctorate in Education (DEd). This is University College Fairview's (UCF) unique offering of a doctoral program which combines inter-disciplinary approaches and practically oriented solutions to create educational leaders for the future. Key characteristics of the DEd include:

- Designed to meet the needs of practicing educators aiming to enhance their capacities within the industry
- Focused on praxis and the continuous development of the candidate as a professional within the educational sector
- Prioritizes pragmatic and workable techniques over theoretical analysis
- Emphasizes international education and the creation of local solutions within a globalized context

1.1 University College Fairview (UCF)

Since its inception in 2012, we have undertaken the important task of developing our nation's youth into well-rounded, competitive, and resilient contributors with global perspectives on the development of Malaysia's economic growth and prosperity.

UCF is more than just another university college. UCF is established along with a Fairview network of presently five (5) IB world schools throughout Malaysia, 1 in Scotland and 10 more in the future within the Asia Pacific region. It is a highly focused institution with general education and IB education as its core business. UCF hopes to pioneer, spearhead enhance and impact IB education and IB teacher training not only in Malaysia but also in the rest of the Asia Pacific region.

1.2 Fairview International Network of Schools

Fairview international network of schools also provides a good subject area for research especially for longitudinal type studies, curriculum development, best teaching practices, educational psychology, cross-cultural and inter-cultural studies, leadership co-curriculum etc. Research results can benefit not only the researchers but also Fairview and the education fraternity both locally and abroad.

1.3 Vision Statement

To be a leader in international teacher education and to be recognized as a centre of excellence for education.

1.4 Mission Statement

- To conduct undergraduate, postgraduate and R&D programmes of the highest quality using international best practices.
- To promote the development of the highest quality human capital to support economic development.
- To provide a comprehensive teaching and learning experience environment for professional teacher's education and training.
- To become the university of choice in the Asia Pacific Region for professional teacher education.

3

2.0 PROGRAMME OBJECTIVES & LEARNING OUTCOMES

We will describe the progamme objectives and learning outcomes for the Doctor in Education (DEd):

2.1 Programme Educational Objectives (PEO)

The programme's objectives at the doctoral level are to educate and train learners to become graduate's scholar-teacher who are able to:

i. grow and become accomplished and experienced educational professionals who are able to make judgements of relevant theories and practices and be capable of producing new and relevant knowledge through research.

ii. synthesize and evaluate professional knowledge and practice and apply such knowledge to solve significant problems.

iii. initiate and innovate independent projects and research activities for the purpose of building and applying knowledge for the benefit of the local community, national society, and the global community

iv. participate in scholarly discourses and disseminate knowledge through publications and journals and other means of knowledge dissemination in the academic and nonacademic world; and

v. develop expertise in teaching, coaching, and mentoring and build credibility to become role models in appropriate educational contexts.

(Source: adapted from Malaysian Qualification Agency, standard for Doctoral)

2.2 Programme Learning Outcomes (PLO)

At the end of the programme, scholar-teachers should be able to:

1. Demonstrate systematic comprehension and in-depth understanding of a specific area of study;

2. Demonstrate the capability as researcher, and the skills to supervise research projects;

3. Critically analyse, evaluate and synthesize new and complex ideas;

4. Demonstrate critical, creative and analytical thinking, and effective problem -solving skills;

5. Broaden the boundary of knowledge through in-depth thesis exposition of a field and

knowledge generation in the field of studies;

6. Communicate mature knowledge to peers, scholarly communities, and society at large through publications and other academic media;

7. Demonstrate the capacity to understand and advance educational thought in multidisciplinary ways;

8. Develop capacity to contribute meaningfully to development beyond the education sector;

9. Develop knowledge mastery which enhance the capacity for discourse and engagement with knowledge and thought leaders in other fields; and

10. Continuously and incrementally develop encyclopedic knowledge and diverse individual talents and potentialities.

(Source:MQA Education programme standards, 2016, p.30)

3.0 PROGRAMME STRUCTURE & COURSE DISTRIBUTION

The Doctoral in Education (DEd) by University College Fairview is offered in two main modes, full-time or part-time.

- Full-time, 3 years
- Part-time, 4-5 years

Credit Hours Loading for Doctoral in Education (DEd). In total the program offers 80credits.

	Year 1		Year 2		Year 3		Year 4		Year 5		Total
Mode	Sem	Sem	Sem	Sem	Sem	Sem	Sem	Sem	Sem	Sem	
Full Time	10	10	10	10	40						80
Part Time	5	5	5	5	5	5	5	5	20	20	80

3.1 COURSE STRUCTURE

The DEd requires students to complete four core courses, four elective courses and a dissertation. The components of the programme and its credit value are as follows:

	Course Classification	Credit Value	Percentage (%)
1.	Compulsory courses/modules*	15	19
2.	Discipline core/ Elective course	25	31
3.	Thesis	40	50
	Total Credit Value	**80**	**100**

The list of courses:

1. EATK8115 Approaches to Knowledge (core)
2. EQUN8115 Quantitative Research Methods (core)
3. EQUL8115 Qualitative Research Methods (core)
4. ELME8125 Leadership and Management for Educational Institutions (specialization)
5. EHRFM8125 Human Resource and Financial Management for Education (specialization)
6. EMAR8125 Marketing for Educational Institutions (specialization)
7. EITE8215 Key Issues & Trends in 21st Century Education (specialization)
8. EDOC8215 Doctoral Seminar (specialization)
9. ECIN8125 Curriculum & Instruction (specialization)
10. EEAS8125 Educational Assessment (specialization)
11. EINT8125 Instructional Technology (specialization)
12. EADP8125 Advanced Doctoral Research Practices (specialization)
13. EPAR8125 Participatory Action Research (specialization)
14. EINT8125 Instructional Technology (specialization)
15. EDIS82240 Dissertation (Thesis)

EATK 8115 – Approaches to Knowledge

This course critically engages with questions of knowledge and how we know. Situating our enquiries against the backdrop of post-Enlightenment, disembodied approaches to knowledge that privilege the cognitive, the module explores these and other ways of knowing, and social, cultural and educational implications of that. What counts as knowledge? What is the hierarchy amongst different forms of knowledge? In dialogue with various theoretical approaches to some of these questions, the module explores 'rational', bodily, emotional/affective, experiential approaches to knowledge and asks how these may be pertinent in today's educational institution.

EQUN8115 Quantitative Research Methods

This course aims to equip students with the necessary knowledge and skills in quantitative research. Students will gain an understanding of quantitative approaches, subjects, and instruments, as well as various statistical techniques for conducting statistical analyses. Additionally, they will learn to analyze data using the Statistical Package for Social Sciences (SPSS). Overall, this course provides students with the necessary skills and knowledge to conduct quantitative research and evaluate published studies effectively.

EQUL8115 Qualitative Research Methods

The introductory core course aims to provide students with a comprehensive understanding of the most important concepts and methods of qualitative research. The course will begin by introducing students to the fundamental principles of qualitative research, including its purpose, scope, and key characteristics. Students will then explore different research designs, such as case studies, ethnography, and grounded theory, and learn how to choose the most appropriate design for their research project. The course will also cover various methods of qualitative data collection, and will focus on data analysis methods, including coding, theme identification, and content analysis. Students will learn how to organize and analyze their data, identify patterns and themes, and develop insights and conclusions based on their findings.

ELME8215 - Leadership & Management for Educational Institutions

This course will discuss the classical and contemporary theories and research works in the area of educational management and leadership. Topics will include diverse philosophies, perspectives, theoretical models, and research methodologies to enable students to develop critical and analytical skills in reviewing research works, in enhancing their intellectual ability in handling reliability and validity of data collection, in systematic presentation of results and findings, and presenting projects, and in writing research papers about educational management and leadership. Various research methodologies such as case study, action research, survey, participant observation, and ethnography will be discussed in terms of their coverage, depth, usefulness, advantages, and implications to organizational management and leadership

EHRFM8215 - Human Resource & Financial Management for Education

This course aims to give scholar students a strong grounding in humanresource and financial management to enable them to make informed decisions related to staff allocations, costing, budgeting and other manpower and monetary issues. It reviews concepts and develops approaches for planning and implementing activities for effective human resource management, including current theories and practices related to recruitment, development, and appraisal of personnel. Students will also be taught how to apply concepts and procedures of conflict resolution, effective communication skills, managing change processes, and creating and maintaining a positive educational system organization climate.   .

EMAR8215 - Marketing for Educational Institutions

This course introduces the basic principles, philosophies and concepts of marketing, and then provides more advanced approaches and practical tools with real examples. It covers marketing research methods which are suitable for schools, a marketing audit, and strategic analysis and planning. Some alternative approaches to designing strategies and individual components such as communications, pricing and developing new products are also addressed.

EITE 8215 - Key Issues and Trends in 21st Century Education

This course seeks to introduce students to the major problems, talking points and potential trajectories faced by educators with a passion for delivering 21st-century education within a local context. The main objective is to ensure candidates have a working knowledge of the issues and challenges involvedin designing and delivering forms of teaching and learning which matter and work in today's difficult yet promising times.

EDOC8215 – Doctoral Seminar

This course aims to prepare students for their dissertation by helping them to begin developing a strong theoretical and conceptual framework and a sound research strategy and approach such that they will be fully enabled to conduct the research in the next semester. The outcome of this course is a high-qualitydissertation proposal which outlines their intent, strategies and literature review findings for their full dissertation.

ECIN8125 – Curriculum, Instruction & Assessment

This course addresses the specifics of curriculum, instruction and assessment in educational institution and includes a review of research and effective teaching practices. Course content and experiences are designed toimprove pedagogical effectiveness and promote continuous reflection to impact future students' learning in a positive manner. This course looks into the details of Concept-based curriculum (CBC) in the context of curriculum, instruction and assessment (CIA) for educational institution leaders who act as pedagogical leaders as an approach to curriculum design that moves away from subject-specific content and instead emphasizes "big ideas" that span multiple subject areas or disciplines. The impetus behind this course is preparing scholar students for the 21st century by encouraging them to think at a higher level and understand the so what of what they are learning.

EEAS 8125 – Educational Assessment

This course focuses on the overview of assessment, role and purposes of assessment in teaching and learning, testing terminology, principles of assessment, designing classroom language test, scoring, grading and assessment criteria, reporting of assessment data, and reflecting on issues and concerns related to assessment in primary schools. Students will be able to work in multiple types of groups and individually through-out the course. Small group discussions and practice work sessions will provide hands-on experience to develop deep understanding of assessment strategies with the required readings.

EINT 8125 – Instructional Technology

This course covers selected emerging trends, by examining ways learning technologies provide infrastructure for creating, managing, and evaluating innovative types of teaching-learning environments. The course will develop participants' competencies which is required to identify, evaluate and implement appropriate instructional solutions. Participants will be taught how to develop instructional materials using different instructional designs, models and approaches to support a variety of pedagogical objectives.

EADP8225 – Advanced Doctoral Research Practices

This course will provide the basic concepts of conducting scientific research that are required to prepare a brief research proposal for a successful completion of a research project designed to investigate issues in the contextof IB practices and philosophies. These include conducting literature search and compiling literature review as part of writing a research proposal by linkingthe literature review with that of the research objective, research question and research topic. Added to this, the course will give an insight into the basic reliability and validity techniques that are appropriate for writing a research report.

EPAR8215 - Participatory Action Research

This graduate advanced level research course focuses on either quantitative or qualitative approach to inquiry that actively engages participants in confronting and changing educational situations or patterns. Participatory action research (PAR) brings together concepts of research, learning, and change. In this class you will learn foundational history and principles associated with action research, with an emphasis on the epistemology, ethics, and practice of critical participatory action research.

EDIS83140 - Dissertation

This course is intended to help scholar students to demonstrate ability to conduct, report, and defend original research in their individual specialization area. It provides opportunity for them to be evaluated on Independent Research Skills, and presentation of Doctoral Dissertation Defense.

4.0 COURSE FULFILMENT REQUIREMENTS

The courses are designed to integrate into students' daily professional practice in learning and teaching. The majority of the courses, therefore, are work-based although there are additional elements, which must be completed to a satisfactory standard before a student can be judged to have passed. Successful completion of the programme normally involves:

- o Participation in face-to-face lectures.

- o Participation in face to face and virtual online tutorial support.

- o Participation in continuous assessment.

- o Participation in a range of classroom observation and teaching (if necessary)

- o Satisfactory completion of dissertation and attendance of associated vivas (if required).

5.0 ASSESSMENT

Students will be assessed through assignments (both continuous formative and summative) and/or examinations. The marks allocated per assignment task will be based on the rubrics provided for each course. Grade/Marks of studentsperformance is based on the CGPA (Cumulative Grade Point Average) marking system as described in the following table:

Grading System

GRADE	MARKS	GRADE POINT (GP)	STATUS
A	80-100	4.00	HIGH DISTINCTION
A-	75-79	3.67	DISTINCTION
B+	70-74	3.33	CREDIT
B	65-69	3.00	CREDIT
B-	60-64	2.67	CONDITIONAL PASS
C+	55-59	2.33	FAIL
F	0-54	0.00	FAIL

5.1 MINIMUM ACADEMIC STANDARD POLICY

UCF requires students to maintain at least a CGPA of 3.00 for each semester. Any student with a CGPA of less than 3.00 will be re-evaluated. The minimum **pass grade** for all courses is **B (3.00)**. Students who obtain **Grade F** are required to repeat the course. Students have to obtain a minimum CGPA of 3.00 to fulfil graduation requirements. Students failing to meet this criterion may repeat the course or take selected exam papers for the purpose of upgrading their CGPA to graduate.

5.2 ACADEMIC PROBATION

Students who fail to achieve a minimum CGPA of 3.0 will be placed on academic probation for the following semester. Students can be considered for termination from the programme based on academic reasons if they are placed into academic probation for three (3) consecutive semesters. Students who are on academic probation will need to work closely with their mentors/tutors on the selection of courses.

5.3 REPEATS, RE-SITS AND RESUBMISSIONS

Students will need to **repeat** the course when the GP is 0 for that course. The repeat fee is set at RM 500 per course.

Students are given an opportunity to **re-sit or re-submit** the course assignments when the GP is between 2.33 – 2.37 for that course. Maximum grade for re-sit or resubmission of assignment is B. The marks for students who have re-submitted or re-sit are to be informed within 30 days from the announcement of final semester results.

5.4 ACADEMIC APPEAL

Any student who has been dismissed from the university college due to poor academic performance may appeal before the deadline specified in the dismissal letter. All appeals must be in writing and addressed to the Registrar. The written appeal must include specific information regarding reasons for the student's poor academic performance and specific plans for overcoming the academic difficulty endorsed by the faculty. The Registrar will call for a Board of Appeals meeting under the examination unit where the student's appeal will be finalised. The student will be notified in writing regarding the outcome of the appeal.

Students may apply in writing to the Dean of Post graduate Studies to have their assignments re-marked by a third marker if they are dissatisfied with the initialgrading. The third marker's decision is taken as final, subject to the approval of the Board of Examiners.

5.5 ACADEMIC MISCONDUCT AND PLAGIARISM

Academic misconduct occurs where a student gains or seeks to gain advantage in examinations or assessments contrary to the established conditions under which students' knowledge, abilities or skills are assessed for progression towards or the conferment of an award.

Plagiarism is defined as the act of presenting the ideas or discoveries of another as one's own. To copy sentences, phrases or even striking expressions from any document (including web pages) without acknowledgement in a manner which may deceive the reader as to the source is plagiarism and to paraphrase in a manner which may deceive the reader is likewise plagiarism. Where such copying or close paraphrase has occurred, the mere mention of the source in a bibliography will notbe deemed sufficient acknowledgement. In each instance, it must be referred specifically to its source. Verbatim quotations must be directly acknowledged, either in inverted commas or by indenting. Please bear in mind that using sections or parts of essays that you have already submitted as course work during your studies constitutes plagiarism too.

The Board of Examiners will have the right to fail part or all of the assessments of any student found guilty of cheating, plagiarism, collusion, falsifying data or impersonating another to gain unfair advantage.

All assignments are to be submitted with a plagiarism report for each course assignment. The tutors, either routinely or on a more random basis, may verify any plagiarism report submitted. Where plagiarism is thought to have occurred, the tutor who marks your work will refer the matter to the Chair of the Examination Board.

If you are unsure how to properly cite your work, please see your tutor or lecturer for assistance. Weak referencing can lead to a failed course at minimum and possible expulsion.

In a case of suspected plagiarism, it is the right and duty of the Examination Board of the University to:-

(a)   receive all information pertinent to the case in written form or verbal evidence including the submitted work itself;

(b)   seek further advice where appropriate;

(c)   confirm or reject the accusation of plagiarism;

(d)   determine its recommendation where it confirms the case according to the circumstances and severity of the case.

The Board may recommend that:-

(a)   the case constitutes plagiarism and that the student fails with or without the right of resubmission;

(b)   the submitted work fails.   It will then be the responsibility of the Board of Examination to determine whether or not this failure in assessment can be compensated for in the light of the student's overallperformance or whether or not the student will be required to retake part or all of the components for progression towards or the confermentof the award;

(c)   the student be penalised by a reduction in the mark for this assessment and/or classification of the award; or

(d)   the student be issued with a formal reprimand in writing and a copy of this to be lodged in the student's file.

5.6 EXTENSIONS TO ASSIGNMENTS AND PROJECT

Assignments are submitted in order to receive formative and summative feedback. Extensions of up to 2 weeks can usually be granted for extenuation cases only. Extension requests with regard to these assignments are therefore not subject to the same conditions as research project submission extension requests. Requests for extensions to assignments should be made before the deadline to the course tutor outlining the reasons for the request. However, it is up to the discretion of the tutor to look into the reason for considering the request under extenuating case.

For research project submission extension requests, students should formally apply for an extension in advance of the project submission deadline using the research project extension form. The Course Tutor (or nominated representative) has responsibility for accepting or rejecting the application and the student will normally be informed of the outcome in writing within seven days of receiving the application. Only one extension is permitted. Although it is expected that students will operate to the deadlines of the course, it is recognised that situations can arise which may on occasion make this difficult. In this situation, projects submitted after the submission date without an approved extension date will not be marked and considered for resubmission which will allow the students to get only maximum mark range of a B grade.

5.7 EXTERNAL EXAMINER

The DEd External Examiner will have responsibility to monitor standards across the course and to ensure that assessment systems are fair and equitable. This will involve inspection of a sample of participant assignments.

6.0 EVALUATION AND FEEDBACK

Feedback is welcomed and students will also be provided with the opportunity to give feedback at the end of every DEd Course and at various points throughout each course. Additionally, issues may be raised with the tutor at any time. On an annual basis, the DEd team undertakes a course review, considers external examiner and students views and formulates action plans for continuously improving the DEd. Students will be invited to forward comments for consideration at the meeting and an open invitation stands for any student to attend should he/she wish to. A similar open invitation will stand for all tutors outside the core team to attend.

7.0 ADDITIONAL LEARNING SUPPORT

A key aspect of the course is that it offers the opportunity for you to undertake a largely autonomous, substantial piece of master's level work. You are therefore expected to self- direct much of your learning. You will draw on the subject and enquiry knowledge bases developed in earlier courses and work with a high degree of independence to locate further resources to support your study and enquiry.

Supervision

Supervision is the main mode of support for your thesis. You are allocated a supervisor from the start of your EDOC (Doctoral Seminar) course.

Supervisors provide advice on designing and undertaking the thesis, ethical issues and producing the synthesis of work. The precise nature of the support will vary according to the thesis and the knowledge and skills the participant needs to develop to undertake the thesis. Supervision activities are likely to include signposting to relevant literature, critically reviewing the thesis plan, advising on enquiry and analysis strategies and techniques, advising on potential and actual ethical issues throughout the thesis, acting as a sounding board for ideas and issues and reading and commenting on samples of draft work. While supervision will focus around the thesis topic, supervisors will also support and challenge participants to place the thesis in the context of wider educational issues, debates and practices, which take account of appropriate national and international perspectives.

You are entitled to up to ten hours of supervision support. This time includes the time required by your supervisor to read draft work. Support usually takes the form of internet enabled tutorials and e-mail support. The number, scheduling and focus of tutorials and email support will be a matter for the supervisor and participant to agree.

You are responsible for initiating supervision activities and deciding on the best use of supervision time and for setting the agenda for supervision meetings, preparing materials and/or questions for discussion and recording outcomes. If you are experiencing any difficulties in undertaking your work you should bring this to the attention of your supervisor or the Programme leader at the earliest opportunity. You are also responsible for familiarizing yourselves with and adhering to the relevant regulations concerning the study.

The first thesis supervision tutorial is particularly important and should 'shape' your proposal. We recommend that you to prepare a first draft of your thesis proposal/ ethical approval form for this meeting and go along prepared to discuss:

- a working title

- an initial aim and tentative objectives and/or research questions

- initial ideas about the theories which will underpin your thesis

- a rough outline of how the thesis will be conducted

- potential ethical issues and how these may be addressed

- your timeline and key milestones

- how your thesis will meet the learning outcomes and pass level criteria

- the skills and knowledge you will need to develop in order to undertake the thesis and how you will address any skills/knowledge gaps

- the pattern of supervision

Supervision group activities

At key stages in your thesis your supervisor may ask you to work together at with other students they are supervising to review work in progress. Work in progress sessions provide useful staging points, providing the opportunity for participants to share progress, receive peer feedback and raise any queries with the supervisor. Your supervisor will contact you about arrangements for these.

Peer support

Those working in similar areas are encouraged to collaborate informally and provide peer support. This may take the form of self-organised learning sets and/or the use of online discussion forums. If you would like a group area set up to communicate via Web-based media (e.g. Whatsapp, Zoom, Skype, etc.) please contact the Dean. All programme members are encouraged to share ideas and useful resources on these platforms.

Practice-based support

Where appropriate, those undertaking theses are encouraged to identify and use support in the setting related to their thesis, for example for organisation-based theses working with a senior member of staff as a mentor. You are strongly encouraged to discuss your area of enquiry/action with senior staff in your own organisation when you are drafting your proposal.

Learning resources and VLE sites

You will develop your own programme of reading, building on resources used in previous courses. This will be individualised to reflect the thesis topic and context. You will also draw on resources from the EDOC course to identify appropriate sources to further develop your knowledge of enquiry strategies and techniques. You will be expected to search for relevant resources with a high degree of autonomy, requesting when necessary guidance from their supervisor and Academic support staff. You are encouraged to consult academic support staff to support you in accessing relevant literature.

There are extensive resources to support your study at library including:

- the library Destiny including the library Mendeley catalogue, links to electronic journals, education subject guide and information databases where you can systematically search for journal articles

- on-line study support materials

- information about university support services you can access

8.0 CO-CURRICULAR ACTIVITIES

Students are encouraged to take part in and/or reflect on a range of co-curricular activities available at UCF. Students may join clubs and societies; get involved in volunteering; reflect on their outside hobbies and interests; become a Student Ambassador; or even represent their classmates as a student representative.

These co-curricular activities will help students develop all kinds of soft skills such as communication skills, adaptability, confidence as well as social and ethical awareness that will help them to grow both personally and professionally.

Following are some of the available activities which are self-directed.

a) Student Ambassadors

b) Student Volunteers

c) Student Representatives

d) Expedition learning

e) Seminars / Workshops

a) Student Ambassadors primarily work with staff at the Recruitment and International Office (RIO) and act as representatives of the University in our campus on Open Days and schools and HEI visits to campus. Ambassadors will also attend events throughout Malaysia including Higher Education Conventions and presentations to schools and colleges.

Becoming a Student Ambassador is a great way to enhance students' employability skills. Students will be trained by University staff before they attend any campus events. Hence, they will have opportunities to develop their interpersonal skills, communication and presentation skills. This will develop their ability to work under pressure and think on their feet.

b) The Student Volunteer Support Service is to help give learners the chance to undertake a wide range of volunteering opportunities both on and off campus. These provide a valuable link to and input into the local community. Hence, students will have opportunities to improve communication and teamwork skills.

Examples:

• Gaining experience in Primary, Secondary both private and public schools.

• Running soup kitchens for rough sleepers in and around the vicinity of the university.

• Help provide support to refugee children and pupils from UNCR to adapt to life in a new country.

22

• Offer information and empathy to callers as part of the Nightline service (Like befrienders).

c) As a Student Representative, students are the official representative for their class, year group or programme. They have a positive role to play by enabling communication and constructive change within their course and/or programme. Members of staff in their subject or faculty and the wider University value their input. These roles contribute to ongoing development and improvement throughout the University and future students will benefit from the positive changes that have occurred as a result of the active involvement of their predecessors. Hence, they will have opportunities to gain valuable experience in representing the views of others. They will learn more about administrative structures (including experience of formal meetings). They will also develop key transferable skills such as communication, organization, team work, negotiation and public speaking. They have the opportunity to make a real difference to the lives of the students at UCF.

d) Expedition Learning is a once in a lifetime opportunity that allows learners to extend their learning experience beyond the classroom walls. Through, bringing a group of school students to a foreign country, students gain in-depth knowledge of another culture's customs, people and language which allows them to develop important transnational competencies that are likely to be of interest to future employers. They will develop leadership skills and cross-cultural communication skills – e.g. understanding how to communicate with people from different cultures and possibly learning a foreign language. They develop flexibility and resilience –
e.g. the ability to adapt to and study under new circumstances and deal constructively with differences and challenges that arise during the expedition. International networking – e.g. the ability to build and retain valuable relationships with people from all over the world.

e) If learners are involved in an activity such as seminars and workshops within or outside of the University that they feel is helping, or has helped to develop their employability or transferable skills, the learners can refer to Co-Curriculum activities coordinator (CCAC) and find out if it can be recognized as an alternative to one of the sessions or activities already in place at UCF.

If CCAC agrees that the activity has had a significant impact on their transferable skills development and is suitable for reflection, it can then replace one of the listed element sessions or self-directed activity. They can then use the experiences and skills they have developed through this alternative self-directed activity to build their element in their portfolio or word blog or other forms of documentation.

Skills that they might be developing or have developed as a result of these alternative activities might include:

23

- Communication (written and oral)

- Team work

- Facilitation skills

- Problem solving

- Administration

- Time Management and ability to meet deadlines

Examples of alternative sessions or activities that could be recognized as co-curricular:

- Academic skills development courses

- Leadership/Organisational role within clubs or organised groups

- Charity work

- Coaching

- Involvement in political or environmental organisations/pressure groups

f) Students will be required to fill up a form that documents their participation and interest in their self-directed activity. This form will be signed by the Dean. UCF will provide certificate of participation.

APPENDIX 1 ETHICAL PROCEDURES

Students should familiarize themselves and strictly follow the ethical guidelines of the British Educational Research Association (BERA) set out in the 2004 BERA Revised Ethical Guidelines for Educational Research. (www.bera.ac.uk).

All project works require ethical approval by the Board; your tutor will provide you the details.

When planning and carrying out your enquiry based dissertation you should consider what ethical issues are involved and how you will address those in your work. You must obtain ethical approval at the beginning of your dissertation in order to pass the course.

The commonly agreed standards of good practice in research ethics laid down in the Declaration of Helsinki are useful guidelines for both ethical enquiry and ethical innovation/changes. The key principles are:

- Beneficence — 'do positive good'

- Non-Malfeasance — 'do no harm'

- Informed Consent

- Confidentiality/ Anonymity

- Power relationships

Here are some points on those principles and ideas about the questions you need to ask yourself about your dissertation. Use this to help you complete your ethics approval pro-forma.

a) Beneficence — 'do positive good'

Who will benefit from your dissertation and in what ways?

All dissertations should be designed to contribute to knowledge - this might be professional knowledge in your setting and/or contribution to knowledge in the broader professional or academic field. Innovation/change dissertation designs should be clearly linked to the intended beneficial outcomes. The innovation/change and enquiry design should be sound - a poorly thought out innovation/change or enquiry is not ethical.

b) Non-Malfeasance — 'do no harm'

What are the possible negative consequences of doing your dissertation?

For example: could some students be disadvantaged compared to other students? Might there be negative impacts on professional relationships or staff careers? Could you create emotional distress? Might sensitive information be disclosed? Could your findings affect how other staffs view particular pupils?

How will you address or limit potential negative consequences? Are the risks justifiable in terms of the dissertation?

You need to show that you are aware of any potential negative consequences and have identified ways in which these can be either addressed or minimized. This does not mean that all risks can be eliminated -however, any potential risks to participants must be justifiable in relation to the importance of what you are setting out to achieve.

c) Informed Consent

How will you make sure that all participants and key stakeholders understand the aims, methods, anticipated benefits and potential risks in taking part in the dissertation? Who do you need to get consent from? What needs to be included on information sheets and consent forms? What does providing participants with a 'right to withdraw' mean in your dissertation?

Undertaking innovation/change and enquiry ethically usually requires that participants and key stakeholders are adequately informed about the aims, methods, anticipated benefits, and any potential risks in taking part in the dissertation. They should also be made aware of how the dissertation will be disseminated (- to whom and in what form e.g. through your dissertation dissertation or report to UCF, verbally in a team meeting in your organisation, through a short written report to senior leaders and/or more informally to other staff). This is good practice even when what you are doing is part of your usual work role.

Communicating the key aspects of your dissertation needs to be done in a way that is appropriate to the participants and to the innovation/change or enquiry method being used. For example, a simple verbal explanation may be the most appropriate way of communicating this to younger children, whereas an information sheet maybe more effective for informing peers and leaders. If you are conducting a survey, a brief explanation at the start of the survey will usually suffice, whereas for interviews an information sheet should be produced. Information sheets should include the name and contact details of your supervisor. This is because UCF regulations require us to have a procedure that enables anyone who is participating in a dissertation led by one of our students to contact us if there are any issues they cannot resolve directly with the student. We recognise that sometimes this might not

be appropriate in your work setting -if this is the case you must outline in your application for ethical approval what mechanism you will put in place to ensure that we are alerted to any complaints and major issues -for example a senior member of staff in your organisation might agree to be the named contact for any queries and agree to alert us if there are any issues that have not been resolved. We can provided this member of staff with a briefing sheet.

In cases where it is not possible to gain consent from participants through the communication methods usually used to gain informed consent you should consider in advance what behavioral signals are likely to signify assent or dissent to participation.

Occasionally, the nature of a dissertation might mean that disclosing the aims before the innovation/change or enquiry or research would affect the outcomes. If this is the case, you need to provide an explanation of why it is not appropriate to inform participants before the dissertation and demonstrate that this is unlikely to have major negative consequences for the participants. You should also indicate how you will inform the participants at the end of the dissertation of what has taken place.

For all dissertations written consent to undertake the dissertation needs to be obtained from a senior leader in your organisation. Usually, you will also need consent from all participants (or those that can give consent on their behalf), at least for the enquiry aspects of your dissertation. For enquiry methods such as interviews and observations this is usually written consent; for a questionnaire - you can state inthe introduction that by completing the questionnaire the respondent is consenting to participate. In workplace dissertations it is important to think carefully about the innovations/changes that you do as a usual part of your work, which you do not needexplicit consent for, and activities that are specific to doing your small scale research based dissertation. Here, it is important to remember that using data (even data generated in your work role) in producing your final piece of work is going beyond your work role. We strongly recommend that for the purposes of your dissertation you gain consent from all participants for the whole dissertation, even though this may overlap with activities you usually do in your job role. If you think that gaining consent of participants for all or part of your dissertation work is not appropriate, you must set out an explanation for this in your ethical approval form.

Consent must be obtained from a legal guardian in the case of minors (this means under 18 year olds), in addition to consent from the participants themselves. The Head or Principal may be able to give permission in loco parentis on behalf of pupils/ students. Even where this is possible it is good practice to inform parents of the dissertation - it helps avoid misunderstandings!

Participation in research dissertations must be voluntary and it should be made clear that refusal to participate will not lead to any adverse consequences. For example, students must be assured that any decision not to participate will not prejudice in any way their academic progress. Potential participants must also be informed that they are free to withdraw from participating at any time. However, you need to make a

judgment about what is expected participation as part of your work setting and what goes beyond this and explain this in your ethics approval form and information for participants. As a minimum all participants have the right to require that data on them is not included in the work you hand in to UCF for your dissertation.

d) Confidentiality/ Anonymity

What aspects of your dissertation should be confidential? To what extent will you be able to provide anonymity for participants in any form of dissemination (e.g. the final write-up or in reporting back within your organisation) - and if participants will be identifiable what are the consequences?

Do you need to (and if so how will you) anonymity data before analysis? How will you store data securely?

Details that would allow individuals to be identified should not be included in your final writeup unless explicit consent is given by the individuals concerned, or the information is already in the public domain. You should also anonymise your organisation by giving a brief description of the characteristics of the organisation,but not giving the name, unless the Head of the organisation and any participant who would be identifiable if you name the organisation gives written consent for this to happen.

Think carefully about any dissemination you intend to do within your organisation remember that even if you change the name of a person when you report outcomes, others may easily be able to identify them. It is important that participants understand this and agree to take part on this basis. Again you will need to make judgements about where you are going beyond usual workplace practices.

It is important not to promise participants 'total' confidentiality if there are circumstances when your professional role means that you would have to disclose something they have told you to someone else. For example, depending on the focus of the study it is possible that a participant may reveal an issue related to child protection. If your dissertation has the potential to uncover bad practices think about whether this means you would be unable to maintain confidentiality. Participants need to be informed about any limits to confidentiality before they agree to take part.

All confidential data should be stored securely, for example electronic data should be held in password protected files and other forms of data kept in locked cupboards if they are in a public space. You should also think about when it will be appropriate to destroy data that identifies participants. You should keep all data until your work has been marked.

e) Power relationships

What are the power relationships between you and the participants - and you and the key stakeholders?

Do these raise any ethical issues in undertaking or reporting your dissertation?

Your professional role places you in a web of power relationships that may present ethical dilemmas. It is important to think through what these may be, and how you will address them. For example, if you are teacher will your students really be volunteers or will they feel some obligation to participate? - How will you manage your professional role and your role as a researcher when you conduct your dissertation? How will participants perceive you? Could there be negativeconsequences for you if the outcomes of your dissertation contradict the views of influential others in your organisation?

Further guidance

Links to key documents and professional bodies related to ethics and gaining ethical approval will be provided by your supervisors. The UCF research ethics policies and procedures can be found on at www.ucf.edu.my. You will also find guidance on educational research ethics on the BERA.

Ethical approval process

The university regulations require that all student dissertations which involve enquiry are checked to ensure that they will be conducted ethically. In this module this means that the proposal and ethics approval form must be completed at an early stage and the process for gaining ethical approval set out below must be followed.

You must not begin collecting any primary data or begin any innovations or changes that are outside your normal work role, until this form has been approved by the Ethics Committee.

To pass the course you must include the approval form from the ethics committee as an appendix in your dissertation.

The ethical approval process is conducted electronically. The checklist that the Ethics Committee uses to assess your ethical approval form is attached as anappendix at the end the proposal form. We strongly recommend that you use this to self-assess your proposal before you submit it.

When you have completed the proposal and ethical approval form it should be emailed to your supervisor and they will complete Section D, part B. This will provide you with feedback and guidance on your dissertation methodology/methods and identify areas where your supervisor will give you further support in relation to ethics.The supervisor will also indicate if they think the proposal is ready to be submitted to the Ethics Committee. Remember that you need to send your proposal to your supervisor well in advance of the deadline for submitting to the ethics committee so that have time to read it and give you feedback.

The possible decisions and their implications are:

Committee Decision	Implications
Approve	Begin your dissertation
Approve with attention to listed ethical issues	Discuss these issues and your intended response with your supervisor before proceeding with your dissertation
Revise and resubmit with attention to listed issues	Discuss the issues on the committee feedback form with your supervisor. When you have revised your form and your supervisor has added their feedback, re-submit it to the student support administrator; it will be re-assessed by a member of the ethics committee.
Reject	Discuss the committee feedback with yoursupervisor and rework your proposal/ethical approval form, return it to your supervisor to check and then resubmit it to the next ethics committee (you will be informed of the relevant dates if this applies to you).

If unexpected ethical issues arise as you undertake your dissertation you should discuss these with your supervisor who will decide whether you need to re-apply for ethical approval.

APPENDIX 2 COVER PAGE FOR DEd ASSIGNMENT SUBMISSION

Please ensure that this completed form accompanies your assignment for every course assignment you submit. A copy will be returned to you with the assessor's comments and suggested grade (subject to the agreement of the Board of Examiners).

==
University College Fairview – DEd

NAME:	STUDENT NUMBER:	ATTENDANCE:	DATE HANDED IN:
			DATE MARKED:
YEAR:	SEMESTER:	COURSE CODE/TITLE:	FIRST MARKER:
COURSE: DEd	LECTURER	GROUP:	SECOND MARKER:
ASSIGNMENT TITLE:			

I hereby declare that the work in this assignment is entirely my own and that the content has not been substantially or is concurrently being used to meet the requirements of another module in this programme or for the award of another academic qualification. It includes the published and unpublished work of others which are duly acknowledged in the text wherever relevant.

SIGNED:

Comments and feedback including areas for development:	Total %
First Marker	
Second Marker	