

**MA EDUCATION
ALL-WALES MODULE TEMPLATE**

Faculty/School/ College	All institutions: Aberystwyth University Bangor University Cardiff Metropolitan University Swansea University University of Wales Trinity Saint David University of South Wales Wrexham University		
Module Title	Advanced Research and Enquiry Skills (ARES)	Module Code	EDW701
Level	7	Credits	20
Type of Module		Method of Delivery	Blended
Formal Contact Hours	22	Date of Approval	March 2026
Placement Learning Hours	0	Module Title	Advanced Research and Enquiry Skills
Delivery Location	All institutions	Evaluation Method (for Governance)	PTES Institutional Programme Monitoring
Cost Centre	All institutions		

Module Synopsis to be printed in the catalogue - please provide a short outline of the module.

This module equips students with the advanced research knowledge and enquiry skills required to complete a Master's degree by providing them with the research, enquiry and analytical skills that are necessary to undertake a piece of independent research within their own context. The module will ensure that students develop the skills of literature survey, research design, data analyses and data representation that will support their personal research and enquiry work. The module will also provide students with an extensive understanding of international research on various topics as well as research philosophies, methods, forms of analyses and presentation styles.

Notes to be printed in catalogue - please state if the module is a core, compulsory or optional module for a programme. Please outline the target audience for this module, etc.

This module equips students with the advanced research knowledge and enquiry skills required to complete a Master's degree. This module provides students with the research, enquiry and analytical skills that are necessary to undertake a piece of independent research within their context. This module is core for all students.

This is a core module for all students who are studying on the national MA Education programme. Largely, students will be qualified teachers, or employed in some other capacity within the education sector.

Is there a placement component to the module? Please provide details.	No
Will the module be delivered in collaboration with another organisation? Please provide details.	All institutions
What percentage of the module will be taught in Welsh? Please outline examples, e.g. mentorship or personal tutoring, etc)?	100%

Module Aims

This module aims to:

1. Enable students to plan and undertake a research/enquiry study within a school/education setting
2. Engage students in an international research literature in ways that inform their independent research and ongoing professional practice
3. Critically examine the theoretical perspectives and methodological approaches which underpin research design and the processes of qualitative, quantitative and enquiry-based research.
4. Engage students in a critical evaluation of advanced research/enquiry processes including developing the skills of research design, data analyses and data representation.
5. Provide students with the skills to critically evaluate different research paradigms, methodologies and perspectives so these can be applied within their own professional context.

Module Intended Learning Outcomes (please include 4-7 module outcomes)

By the end of the module students should be able to:

1. Plan their own independent research/enquiry studies within their own school/education context or setting.
2. Critically engage with the international research literature in ways that inform their independent research and ongoing professional practice
3. Reflect upon the current theoretical debates within the social sciences and within educational research in order to inform their decisions around research design and enquiry.
4. Critically evaluate advanced research/enquiry processes including research design, data analyses and data representation.
5. Critically evaluate different research paradigms, methodologies and perspectives and apply these within their own professional context.

Relevant Programme Outcomes

- K1. An in-depth, systematic and advanced knowledge of the complexity and multi-faceted nature of education, both in their own context and beyond.
- K2. A critical evaluation of current policy, theoretical and practice-based perspectives at a local, national and international level
- K3. A critical reflection and interpretation, synthesis and application of knowledge and research in their own professional contexts.
- K4. A comprehensive, critical evaluation and synthesis of relevant literature.
- K5. A critical evaluation of key methodological approaches applicable to professional enquiry.
- K6. Originality in the design, application and evaluation of appropriate approaches to professional enquiry and critically reflect on these as a vehicle for professional learning.
- K7. A systematic acquisition of a significant body of knowledge in their area of professional practice.
- K8. The ability to communicate accurately and clearly to a wide range of audiences.
- S1. Apply engagement with theory and evidence to develop new personal and professional perspectives of own professional practice.
- S2. Arrive at evidence-informed conclusions relating to complex issues in education in general, and in their area of professional practice in particular.
- S5. Critically evaluate literature and evidence to progress their own skills of enquiry.
- S6. Plan professional enquiry effectively and ethically.
- S7. Carry out an extended enquiry project in relation to their own practice.
- S8. Develop clear and appropriate writing styles in Welsh or English, which are accessible to a range of audiences.

Transferable/Employability/Graduate Skills

Master's degrees are awarded to students who have demonstrated:

1. A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.

Students will be assessed for their knowledge and critical awareness relating to the module topic. All students will be expected to relate this to their own practice.

2. A comprehensive understanding of techniques applicable to their own research or advanced scholarship, and;
3. Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Students will be introduced to, and expected to engage critically with, the core literature, evidence and techniques for enquiry in relation to the module topic. This is in order to demonstrate the appropriate application of research and scholarship in their own practice and their critical evaluation of the same, in order to arrive at an ever-deeper understanding of the topic as it applies to professionals.

4. Conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new. Hypotheses.

Students will be supported to build skills in relation to critical analysis and develop a critical appreciation of the evidence they have engaged with in order to conceptualise and apply the knowledge in this topic to their own practice, and to develop their own theories of action in relation to the topic.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.

Students will be encouraged to understand that there are no 'right answers' in their discipline and that effective professional practice involves making judicious decisions on their own account, using evidence to guide their choices and using reflection to evaluate them. In the course of their practice, students will be encouraged to ensure that their use of their growing knowledge base enables them not only to develop as professionals, but also to work with peers, learners, parents and carers, ensuring that they can communicate effectively with a range of audiences.

2. Demonstrate self-direction and originality in tackling and solving problems and act autonomously in planning and implementing tasks at a professional or equivalent level.

Assessments are all designed to require students to show how they are able to problematise their practice, and how they can use evidence, action planning and reflection to solve problems both autonomously and in collaboration with peers.

3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.

All module content is intended to challenge students to reconsider what they think they know, to adopt critical mindsets and to be ready to adapt what they do, in light of the new knowledge and understanding they encounter during the module.

4. And holders will have the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required

Throughout the module, students will be encouraged to:

- a. **Generate reliable conclusions from their research /enquiry practice such that they become more confident in making decisions both with, and in the absence of, all of the information or evidence they need.**
- b. **Be critically reflective and take responsibility for the decisions they make based on evidence.**
- c. **Understand how to access and evaluate evidence to further inform their professional decision-making.**

Syllabus

Planning and undertaking an independent research/enquiry study within a school/education setting.
 Undertaking a literature review, drawing on international evidence, to inform and shape research design
 Examining the theoretical perspectives and methodological approaches which underpin research design in education settings.
 Qualitative, quantitative and enquiry-based research methods in education settings.
 Data analyses (both primary and secondary data) and data representation. .
 Evaluating different research paradigms, methodologies and perspectives within education research.

Learning and Teaching Delivery Strategies/Methods

Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Lectures	Students will engage in lectures and workshops, face-to-face and online, to explore and examine the key concepts in this module.	Scheduled	16
Seminars	Seminars will encourage students to build confidence and deepen their understanding of the concepts being taught in smaller groups. Approaches to seminar delivery will include 'flipped learning approaches' whereby students interrogate key issues before further exploration with their peers, supported by course tutors, as well as Problem-Based Learning and challenge-based learning approaches.	Scheduled	6
Self-Directed Tasks and Individual Study Time	Between scheduled sessions, students will have opportunities to engage in wider reading, undertake independent tasks to test out ideas and to build confidence in their own professional practice.	Independent	178

Required Reading

Bryman, A. (2016). *Social research methods*. London: Oxford University Press.
 Hendricks, C. C. (2017). *Improving schools through action research: A reflective practice approach*. New Jersey: Pearson.

Recommended Further Reading (Max 5)

Brannen, J. (Ed.) (2017). *Mixing methods: Qualitative and quantitative research*. London, Routledge.
Hennink, M., Hutter, I., & Savin-Baden, M. and Tombs, G., (2017). *Research methods for education in the digital age*. London: Bloomsbury Publishing.
Bailey, A. (2020). *Qualitative research methods*. London, SAGE Publications Limited

Please provide details of inclusive learning and teaching approaches/access to specialist requirements.

All teaching materials will be available on the VLE.

All handouts, presentations and online course materials will use high-contrast text/ background colours and legible fonts.

The module will explore different perspectives within and outside the UK and develop the students' critical thinking and awareness of different perspectives on issues relating to diversity in ethnicity, culture and nationality.

Assessment & Feedback

Method of Moderation to be used

Moderation by sampling of the cohort.

Assessment Methods

Assessment Code and Method	Learning Outcomes to be met	Duration/Length of Assessment Method	Weighting of Assessment (%)	Threshold	Approximate Date of Submission
WRIT1 Research Enquiry Proposal	All	4000 words	100	50	Approximately 31 st August.

Rationale for Assessment

The assessment for this module is a research/enquiry proposal outlining the nature and scope of the student's independent research within their own context. This will be written as a prospective statement of research design that will inform the planning of the dissertation. This assignment will draw upon all the module content and student's understanding of advanced research and enquiry skills. The assessment is designed to ensure parity of provision and experience for all students, as the research planning will focus on their own context(s). All students will benefit from formative feedback throughout the module which will be bespoke to their needs and will complete the same summative assessment per module.

Rules for Multiple Assessments

There are no multiple assessments for this module.

In what ways will students receive feedback on assessed work, including formal examinations?

Turnitin	Feedback against the assessment rubric and a word bank. Use of feedback box on Turnitin (with an option for three minutes of verbal feedback as appropriate). Marks to be returned via Turnitin.
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Please provide details of inclusive assessment provision/access to specialist requirements. This should include details of alternative assessment which may be undertaken by students with specific requirements.

Students will be able to submit all formative and summative assignments required in a format that is adapted to their individual needs where an Individual Support Plan (or other local equivalent) is in place, or where appropriate reasonable adjustments have been negotiated. This may include additional time for completion of assignments, support with reading and/or academic writing and access to assessment rubrics in various formats (electronic, large print, specific fonts). All students are also able to submit applications for extenuating/mitigating circumstances as required throughout completion of the module.

Please provide details of how students would redeem a failure in the module.

**N.B. Level 6 students on traditional programmes will resit/ resubmit according to level 6 regulations*

All students have two opportunities to retrieve a failure in a module (second and third attempts are capped at 50%). No further retrieval opportunities will be offered.

Other Information

Module Leader	Programme Director	External Examiner	TBC
JACS/HECOS Code	Topic(s)Subject(s)	Subject Area (e.g. Department)	%

Are there any pre- or co-requisites for this module?

No

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA (Education)	ü	ü
	☐	☐
	☐	☐
For what teaching & learning activities do you intend to use e-learning? Please add specific requirement as appropriate.	All	
For what assessment activities do you intend to use e-learning? E.g. MCQs	N/A	
Maximum number of students that can enrol on the module?	100 per institution	
How often will the module run during each session?	Once.	
When? (Please note that modules on non-professional programmes must be taught wholly in either semester 1 or semester 2.)	January-August	

Does the module replace an existing module?	No
If so which one?	N/A
Date of approval by College Committee	

Signature of Chair of College Learning and Teaching Committee	
Modifications	