

**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		
Date of Approval	March 2026		
Module Title	Dissertation	Module Code	EDW705
Level	7	Credits	60
Type of Module	Core	Method of Delivery	Blended
Formal Contact Hours	10	Total Notional Hours	600
Placement Learning Hours	0	Independent Learning Hours	590
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.

The dissertation module is designed to equip students to undertake a small-scale piece of research or enquiry related to their educational practice. The module will support students to identify an area of their practice that is appropriate for a small-scale piece of research or enquiry, to formulate appropriate research questions, to choose appropriate data collection methods, to collect data and to undertake a critical analysis of the data. This module will prepare students to write up their findings and to present them in various formats. This module builds upon the Advanced Research and Enquiry Skills module which is a pre-requisite for undertaking the dissertation.

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 is a core module for all students who are studying on the National MA Education programme. To study this module students will need to have 120 credits at Level 7, and to have passed the Advanced Research and Enquiry Skills module. The target audience for this module are education professionals.

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 - please provide a couple of short aims outlining the intentions of the module: e.g. This module aims to prepare practice teachers for their role in facilitating learning for students studying for a postgraduate qualification.	
This module aims to support students to: 1. Plan and conduct a small-scale piece of research/enquiry that is relevant to their educational practice. 2. Engage critically and ethically with research design and data collection processes. 3. Critically appraise contemporary research methodologies and enquiry approaches within the social sciences 4. Undertake a piece of empirical investigation independently. 5. Present their research in different forms and to different audiences. 6. Refine their research skills so that they can independent research and lead others through an enquiry/research process.	
Module Intended Learning Outcomes (please include 4-7 module outcomes)	
By the end of the module the student should be able to: 1. Identify an issue or question that is suitable for a small-scale piece of research/enquiry and formulate a suitable research question/or research questions. 2. Undertake a critical review of the literature of relevance to the selected focus of research/enquiry. 3. Articulate an appropriate research/enquiry methodology within the design of their study. 4. Undertake appropriate planning of research so that it aligns with BERA (2024) ethical guidance 5. Plan, execute and present a small-scale piece of research/enquiry. 6. Reflect critically upon their experience of conducting a research/enquiry project. 7. Disseminate their research in a way that is relevant and accessible for different audiences.	
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	
<i>I = included in module content; A = included in module assessment; N/A</i>	

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. Form conclusions about their own practice such that they become more confident in making decisions both with, and in the absence of all of the information they need.
- b. Be reflective such that they can take responsibility for the decisions they make.
- c. Understand where they can turn to in order to further inform their decision-making.

Syllabus – Indicative Content - please provide information about the curriculum

- Problematising practice and using evidence to explore an area of professional practice
- Engaging with a relevant international literature and writing a literature review
- Ethical requirements and expectations of educational research and enquiry.
- Research methodologies, methods, and data collection approaches of relevance to educational practice.
- Data collection protocols and data analysis processes (qualitative and quantitative methods)
- Data reduction, data interpretation and data representation.
- Presenting and disseminating research to a range of audiences.

Learning and Teaching Delivery Strategies/Methods

Method	Rationale	Type of Contact (scheduled/ guided independent study/placement)	Total hours
Supervision (face-to-face / online)	Students will be encouraged in smaller synchronous group sessions and tutorials, both face-to-face and online to interrogate the material covered further so as to contextualise what they have learned to their own professional context and compare this with the experience of their peers.	Scheduled	10 hours.
Self-Directed Tasks and Individual Study Time	Most of the time on this module will be spent in individual study by students that involves planning, implementing and writing up their research.	Independent	590 hours

Required Reading

Lune, H., & Berg, B. L. (2016). *Qualitative research methods for the social sciences*. Pearson Higher Ed.

Thomas, G. (2017) *How to do your research project*. 3rd ed. London: SAGE Publications Ltd.

Recommended Further Reading

Cohen, L., Manion, L. and Morrison, K. (2018) *Research methods in education*. 8th ed. London: Routledge.

Danermark, B., Ekström, M., & Karlsson, J. C. (2019). *Explaining society: Critical realism in the social sciences*. Routledge.

Kumar, R. (2019), *Research Methodology*. 5th ed. London: SAGE Publications Ltd.

Silverman, D. (Ed.). (2016). *Qualitative research*. London SAGE Publications

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

All institutions operate a policy of inclusive learning, teaching and assessment to ensure that all students have an equal opportunity to fulfil their educational potential. Course teams will have considered ways of designing out any potentially disadvantageous elements of courses during the design process, however specific needs may remain, and are captured in students' Individual Support Plans (or institutional equivalent).

- Arrangements to ensure inclusive learning and teaching approaches include:
- Availability of materials in a variety of media (e.g. written, aural, hard copy and electronic).
- Access to resource banks via institutional VLEs and 'Hwb'.
- A range of access options for contact with course staff, face to face and online.
- Access to student support services, including study skills advice, medical advice, counselling and wellbeing support.
- Design of face-to-face teaching so as to promote equality and diversity and allow for all students to contribute actively to sessions.
- Use of teaching spaces and event venues that are appropriate to the needs of all students.
- Explicit signposting to students of current legislative and professional requirements when engaging with peers, service users and the public, and when contributing to teaching sessions, planning for practice and submitting assessments.
- A choice of media for the submission of assessments.

Students will require access to the internet to support their study; for students without broadband access at home, a range of on-campus access points is available in all institutions.

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 Written dissertation.	All	15,000 words	100	50%	Mid September

Rationale for Assessment

Assessments are designed to ensure parity of provision and experience for all students. 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 (*Please **delete** as appropriate.)

There are no multiple assessments for this module.

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

Please **delete** those statements that do not apply. This list is not exhaustive and you may add additional feedback methods as appropriate.

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.

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.

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 one opportunity to retrieve a failure in the dissertation module.

Other Information

Module Leader	Programme Director	External Examiner	TBC
JACS/HECOS Code	Topic(s)Subject(s)	Subject Area (e.g. Department)	%
JACS X200	The study of investigative method and the collection of information with the aim of improving individual learning ability and efficiency.	All institutions.	100%
HECOS 100459	Education Studies	All institutions.	100%

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

In order to study on the module, students will need to have 120 credits at Level 7, and to have passed the Advanced Research and Enquiry Skills module of the national MA Education programme.

Programme(s) in which to be offered (not including exit awards)	Core	Option
MA (Education)	✓	✓
	☐	☐
	☐	☐
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.)	Start of November – Mid September	

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	