

## Module specification

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Module Code	ONLED05
Module Title	Research Project
Level	7
Credit value	30
Faculty	SALS
HECoS Code	100459
Cost Code	GAEC
Pre-requisite module	None

### Programmes in which module to be offered

Programme title	Core/Optional/Standalone
MA Education	Core
MA Education with Leadership	Core
MA Education with Early Childhood	Core

### Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
<b>Active learning and teaching hours total</b>	<b>30 hrs</b>
Placement hours	0 hrs
Guided independent study hours	270 hrs
<b>Module duration (Total hours)</b>	<b>300 hrs</b>

### Module aims

The aim of this module is to enable students to critically and systematically apply research theory to practice-based research. They will demonstrate the ability to critically evaluate existing research using a range of current texts and seminal sources. Students will collect and analyse research data, demonstrating critical skills of analysis and evaluation. The research project enables students to draw together their skills at master's level to demonstrate critical analysis, evaluation, synthesis and reflection on their own practice that will support their own professional learning in their educational context.

This module draws upon and extends learning from the Research Methodology module and the Research Proposal module to present a coherent piece of writing that demonstrates their ability to use evidence-based research and enquiry to inform their work-based practice in education. Where following a specialist route, students will focus their research within the context of their specialism.

## Module Learning Outcomes

At the end of this module, students will be able to:

1	Critically analyse and evaluate the research methodologies and methods you applied to address your research question.
2	Identify, select and critically evaluate data collected from primary and/or secondary sources, drawing conclusions and making recommendations for practice.
3	Critically analyse and evaluate the strengths and limitations of your research and that of others.

## Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

### Formative:

A draft of your theoretical framework, analysing and synthesising the theories which will underpin your research project. (Approx.1000 words)

### Summative:

Assessment 1: A research project which demonstrates a critical, analytical and evaluative approach to your research project and critically evaluates the strengths and limitations of your own research and others to support your work-based practice. You should discuss how your research was carried out within professional and ethical standards of practice. Your research project should have a clear structure, demonstrating stylistic competence and accurate referencing.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2 & 3	Research Project	6000 words	100	N/A

## Derogations

None

## Learning and Teaching Strategies

The overall learning and teaching strategy is one of guided independent study, in the form of distance learning requiring ongoing student engagement. On-line learning materials will be provided as weekly sessions whereby the student is required to log-in and engage on a regular basis throughout the module. There will be a mix of video recordings, with supporting notes/slides, containing embedded digital content and self-checks for students to complete as they work through the module and undertake their assessed tasks. The use of a range digital tools via the virtual learning environment together with additional sources of reading will also be utilised to accommodate accessibility.

The basis for working with online materials will be through self-directed study and regular online communication with tutors/peers. Students are encouraged to interact with each other and tutors through a range of communication tools.

## Welsh Elements

Students are entitled to submit assessments in the medium of Welsh.

## Indicative Syllabus Outline

- Reviewing the research proposal;
- Defining the research question within an educational and / or education specialism;
- How to argue a coherent and ethical research design;
- Critically reviewing the substantive and methodological literature;
- Research methods that fit the chosen methodology;
- Analysing and synthesising the data;
- Reporting the findings;
- Publishing the research.

## Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

### Essential Reads:

Gray, D. (2017), *Doing Research in the Real World*. 4<sup>th</sup> ed. London: SAGE Publications Ltd

### Other indicative reading:

Biggam, J. (2014), *Succeeding with your Master's Dissertation: A step-by-step handbook*.

3<sup>rd</sup> ed. Maidenhead: Open University Press.

Bryman, A. (2021), *Social Research Methods*. 6<sup>th</sup> ed. Oxford: Oxford University Press.

O'Leary, Z. (2017), *The Essential Guide to Doing Your Research Project*. 3<sup>rd</sup> ed. London: SAGE Publications Ltd.

Pring, R. (2015), *Philosophy of Educational Research*. 3<sup>rd</sup> ed. London: Bloomsbury Academic.

Thomas, G. (2017), *How to Do Your Research Project*. 3<sup>rd</sup> ed. London: SAGE Publications Ltd.

**Journals:**

Educational Research

British Educational Research Journal

Research in Education

International Journal of Educational Research

**Administrative Information**

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Initial approval date	04/11/2019
With effect from date	02/03/2020
Date and details of revision	Jan 23; updated learning outcomes and assessment strategy Mar 25: revalidated in Education Subject Level Review
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