

Module specification

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|----------------------|-------------------|
| Module Code | ONLED06 |
| Module Title | Research Proposal |
| Level | 7 |
| Credit value | 15 |
| 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

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|---|----------------|
| Learning and teaching hours | 15 hrs |
| Placement tutor support hours | 0 hrs |
| Supervised learning hours e.g. practical classes, workshops | 0 hrs |
| Project supervision hours | 0 hrs |
| Active learning and teaching hours total | 15 hrs |
| Placement hours | 0 hrs |
| Guided independent study hours | 135 hrs |
| Module duration (Total hours) | 150 hrs |

Module aims

The aim of this module is to enable students to prepare to engage in a significant work-based research project at level seven. Students will be able to demonstrate a deep level of understanding of the philosophical roots of educational research by proposing an area for research, researching an initial research question and by arguing the case for a coherent research design for their chosen research question. This module draws upon and extends learning from the Research Methodology module.

Module Learning Outcomes

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

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| 1 | Develop your prima facie research question, and support this with an initial literature review. |
| 2 | Demonstrate awareness of ethical issues related to your proposed research question, including ethical standards required by your work-based practice. |
| 3 | Create a coherent and critically argued proposal for your Master's dissertation, including a rationale for your research question, literature review and chosen research methodology. |

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.

Assessment 1: An oral presentation which includes your prima facie research question(s), explains the ethical implications of your proposed research question and how you will address the relevant issues in your ethics application.

Assessment 2: A research proposal which includes research question(s), literature review, research methodology and submission of your online ethics approval form.

| Assessment number | Learning Outcomes to be met | Type of assessment | Duration/Word Count | Weighting (%) | Alternative assessment, if applicable |
|-------------------|-----------------------------|--------------------|---------------------|---------------|---------------------------------------|
| 1 | 1 | Presentation | 1000 words | 30 | N/A |
| 2 | 2 & 3 | Written Assignment | 2000 words | 70 | 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 of 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

- The dissertation research proposal and defining the prima facie research question;
- Reviewing the literature and refining the research question;
- Understanding philosophical positions in social research;
- Ontology, epistemology and axiology;
- Effective research methodologies for evidence-informed education practice;
- Arguing a coherent and ethical research design;
- Research methods that fit the chosen methodology.

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*. 4th ed. London: SAGE Publications Ltd

Other indicative reading:

Biggam, J. (2014), *Succeeding with your Master's Dissertation: A step-by-step handbook*. 3rd ed. Maidenhead: Open University Press.

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

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

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

Thomas, G. (2017), *How to Do Your Research Project*. 3rd 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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| For office use only | |
| Initial approval date | 04/11/2019 |



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| For office use only | |
| With effect from date | 02/03/2020 |
| Date and details of revision | Jan 2023: updated learning outcomes and assessment strategy Mar 2025: revalidated during Education Subject Level Review |
| Version number | 3 |