Module Descriptor

Title	Master's Dissertation		
Session	2026-2027	**Status**	
Code	EDLR 11017	**SCQF Level**	11
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Education & Social Sciences**		
Module Co-ordinator	Dr Laurie Walden		

Summary of Module

The final stage of the Master's level programme in the UWS Divison of Education involves a dissertation on a topic relating to the students' specialism or interest. This module provides the space and resources needed to plan and undertake the work that will culminate in the dissertation. The dissertation addresses a clearly defined research question through an empirical research study. Students design an empirical research study (either quantitative or qualitative), apply for ethics approval, and, upon receiving approval, collect data, analyse the data, and write up the findings.

At the start of the module, in consultation with their supervisor, students specify and justify an appropriate education topic and a relevant research question. They then identify and discuss critically current academic literature and other scholarly evidence of relevance to their chosen topic and research question. Following this, in consultation with their supervisor, students conduct the research as described above. The dissertation journey culminates with the production of the dissertation, which captures the students' work during this module.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☒	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☒ London ☐ Paisley	☐ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☒	Term 2	☒	Term 3	☒
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Specify a topic of enquiry suitable for a Master's dissertation; explain its context, rationale, and purpose; justify its significance; identify its limitations.
L2	Identify and discuss critically current academic literature and other scholarly evidence of relevance to the topic of the dissertation.
L3	Design and conduct an empirical research study, within an appropriate research paradigm, that allows the research question to be effectively addressed, and adheres to the UWS ethical guidelines.
L4	Present and discuss findings using a clear and effective format within the dissertation; make informed judgements based on the findings, i.e. draw conclusions, identify implications for future practice and research, and make recommendations.
L5	Apply the academic conventions that are associated with Master's level study: analysis, synthesis and evaluation; clarity, coherence and cohesion; effective use of sources and accurate referencing; appropriate, if approved, use of AI to improve tone and clarity of writing.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	SCQF 11

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	Knowledge that covers and integrates areas of an educational subject or discipline-including their features, boundaries, terminology, and conventions, as they apply to the student's topic. Critical awareness of current developments and issues relating to the student's topic.
Practice: Applied Knowledge and Understanding	SCQF 11 Apply a range of standard and specialised research skills, techniques, practices, and instruments to plan and conduct a small-scale research study.
Generic Cognitive skills	SCQF 11 Apply critical analysis, evaluation, and synthesis to ideas, arguments, and research findings. Identify, conceptualise, and define concepts and issues. Develop original and create responses to concepts and issues. Critically review, consolidate, and extend knowledge and practice. Deal with complex issues and make informed judgement in the absence of complete or consistent data/information.
Communication, ICT and Numeracy Skills	SCQF 11 Communicate effectively using a range of advanced and specialist skills as appropriate. Communicate with a range of audiences (as appropriate) and fellow professionals. Use software to support and enhance work at this level and specify new software or refinements and improvements to existing software to increase effectiveness. Undertake critical evaluations of a wide range of numerical and graphical data in order to draw appropriate conclusions of relevance to the topic of the dissertation. Contribute to the scholarship on the topic of the dissertation.
Autonomy, Accountability and Working with Others	SCQF 11 Exercise substantial autonomy and initiative in undertaking the work that will culminate in the dissertation. Demonstrate responsibility for own work and/or significant responsibility for the work of others (as appropriate). Demonstrate leadership and contribute to change and development (as appropriate). Demonstrate critical reflection on own and others' roles and responsibilities. Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching

In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

On campus lectures cover each part of the dissertation and provide opportunities to see examples and critically engage with research design literature. Through discussions and peer feedback sessions, students can discuss their research progress and share best practice. Asynchronous support is available on Brightspace through structured readings, timelines, and additional resources.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	**12**
Tutorial / Synchronous Support Activity	**4**
Asynchronous Class Activity	
Independent Study	**584**
Laboratory / Practical Demonstration / Workshop	
Work-based Learning	
TOTAL	600

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Cohen, L., Manion, L., Morrison, K. (2018) Research Methods in Education (8th ed) Oxon: Routledge.

Denscombe, M. (2021) The Good Research Guide: For Small-scale Social Research Projects (7th ed). Maidenhead: McGraw-Hill Open University Press.

Lee, A. (2020) Successful Research Projects: A Guide for Postgraduates. Abingdon, Oxon: Routledge.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous

online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students are required to attend all scheduled on-campus classes and participate with all delivered elements of the module as part of their engagement with the programme of study, this includes engaging with asynchronous materials on Brightspace.

Students must also submit draft dissertation chapters to their supervisor for feedback. Students must attend and engage with four scheduled supervisory meetings in-person or online.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	**Education**
Moderator	TBA
External Examiner	Dr Stephen Daniels
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	**2**

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
A written dissertation based on original empirical research (qualitative or quantitative) 12,000-14,000 words.
Assessment 2

Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written dissertation	☒	☒	☒	☒	☒	**100%**	600

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐				

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	600 hours

Change Control

What	**When**	**Who**
New module	Feb 2026	L Walden