

## Module Descriptor

Title	Masters Dissertation		
Session	2025/26	Status	
Code	PGES11001	SCQF Level	11
Credit Points	60	ECTS (European Credit Transfer Scheme)	30
School	Education and Social Sciences		
Module Co-ordinator	L McAuliffe		
<b>Summary of Module</b>			
<p>The final stage of a number of master’s level programmes in the UWS Division of Education involves a dissertation on a topic relating to the students’ specialism. This module provides the space and resources needed to plan and undertake the work that will culminate in the dissertation. At the start of the module, students specify and justify an appropriate 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, students design and conduct a small scale research study, within an appropriate research paradigm, that allows the research question to be effectively addressed, and adheres by the UWS ethical guidelines. Once data have been collected and analysed, findings are developed and discussed, conclusions are drawn, and recommendations for future practice and research are made. During their dissertation journey, each student is guided by a supervisor. The dissertation journey culminates with the production of the dissertation, which captures the students’ work during this module.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input checked="" type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

<b>Learning Outcomes</b>	
<b>L1</b>	Specify a topic of enquiry suitable for a Master's dissertation; explain its context, rationale, and purpose; justify its significance; identify its limitations.
<b>L2</b>	Identify and discuss critically current academic literature and other scholarly evidence of relevance to the topic of the dissertation.
<b>L3</b>	Design and conduct a research study, within an appropriate research paradigm, that allows the research question to be effectively addressed, and adheres by the UWS ethical guidelines.
<b>L4</b>	Present and discuss findings using a clear and effective format; make informed judgements based on the findings, i.e. draw conclusions, identify implications for future practice and research, and make recommendations.
<b>L5</b>	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.

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<p><b>SCQF 11</b></p> <p>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.</p> <p>Critical awareness of current developments and issues relating to the student's topic.</p>
<b>Practice: Applied Knowledge and Understanding</b>	<p><b>SCQF 11</b></p> <p>Apply a range of standard and specialised research skills, techniques, practices and instruments to plan and conduct a small scale research study on a topic related to the student's programme.</p>
<b>Generic Cognitive skills</b>	<p><b>SCQF 11</b></p> <p>Apply critical analysis, evaluation and synthesis to ideas, arguments and research findings.</p> <p>Identify, conceptualise and define concepts and issues.</p> <p>Develop original and creative responses to concepts and issues.</p> <p>Critically review, consolidate and extend knowledge and practice.</p> <p>Deal with complex issues and make informed judgements in the absence of complete or consistent data/information.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 11</b></p> <p>Communicate effectively using a range of advanced and specialist skills as appropriate.</p>

	<p>Communicate with a range of audiences (as appropriate) and fellow professionals.</p> <p>Use software to support and enhance work at this level and specify new software or refinements and improvements to existing software to increase effectiveness.</p> <p>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.</p> <p>Contribute to the scholarship on the topic of the dissertation.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 11</b></p> <p>Exercise substantial autonomy and initiative in undertaking the work that will culminate in the dissertation.</p> <p>Demonstrate responsibility for own work and/or significant responsibility for the work of others (as appropriate).</p> <p>Demonstrate leadership and contribute to change and development (as appropriate).</p> <p>Demonstrate critical reflection on own and others' roles and responsibilities.</p> <p>Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices.</p>

<b>Prerequisites</b>	<b>Module Code</b> PGES11002 or equivalent	<b>Module Title</b> Educational Research or equivalent
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
<p>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.</p> <p>This is a 60-credit module, including 600 learning hours. The module is shared across the MEd Education Studies, MEd TESOL and MEd Educational Studies programmes. Campus based delivery includes face-to-face contact. In distance learning delivery, contact takes place online.</p>	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	20
Independent Study	580
Please select	

Please select	
Please select	
Please select	
<b>TOTAL</b>	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 regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

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

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:

<http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

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

Tutorial attendance (online or face-to-face depending on the programme; for details, please refer to the module handbook).

Submission of draft dissertation chapters to the supervisor for feedback.

### 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](#).**

Aligned with the overall commitment to equality and diversity stated in the Programme Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials are presented electronically in formats that allow flexible access and manipulation of content. The module

complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

**(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

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	A Killen
<b>External Examiner</b>	TBC
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

#### Assessment (also refer to Assessment Outcomes Grids below)

##### Assessment 1

Dissertation

##### 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
Dissertation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	Please refer to the module handbook

#### Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	Please refer to the module handbook for timetabled contact hours

### Change Control

What	When	Who
New template, no changes for 25/26	Mar 25	L McAuliffe