

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Community Practice Research			
Code: BACE09003	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	J Hopkin		
Summary of Module			
The purpose of this module is to develop professional attributes, knowledge, understanding and skills associated with practitioner research projects. Building from activist professional models, the module will encompass analysis of participant approaches in research. Students will analyse the merits of research informed practice. They will engage with research methods literature to afford the opportunity of contextualising practitioner research within a wider research narrative about methodologies, knowledge claims, methods for gathering data, ethics and reporting findings. This will be complemented by an engagement with literature review that will relate to the individual research topics chosen by each student. The module will feature an engagement with University Ethics approval and serves both as an education about research methods and as preparation for those who intend to proceed to affect research dissertation in fourth year.			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☐	☐	☐	☒	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Contextualise practitioner research within the wider context of social and educational research methodologies
L2	Critically review and analyse the research strengths and limitations associated with particular research methodologies
L3	Identify a community education research project, articulate research questions and formulate a research proposal
L4	Synthesise an approach to implementing an ethical research project.
L5	Apply creative thinking to complex problems

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 Level 9 Critical awareness of current issues in a subject/discipline and of the principal theories, principles, concepts and terminology.
Practice: Applied Knowledge and Understanding	SCQF Level 9 Demonstrate originality or creativity in the application of knowledge, understanding and /or practices within a professional context.
Generic Cognitive skills	SCQF Level 9 Critically reviewing, analyzing, consolidating and extending knowledge, skills and practices.
Communication, ICT and Numeracy Skills	SCQF Level 9 Communicating ideas about the interpretation and design, interpretation and use of research to a range of audiences.
Autonomy, Accountability and Working with others	SCQF Level 9

	Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Tutorial/Synchronous Support Activity	10
Independent Study	154
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

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

Arthur, J. (2012) Research methods and methodologies in education, London: Sage.

Blaxter, L, Hughes, C. & Tight, M. (2010) How to research. 4th ed. Maidenhead: Open University Press.

Creswell, J. W. (2014) Research design: qualitative, quantitative, and mixed methods approaches. (4th Ed). London: SAGE Research Methods), London: Sage.

McIntyre, A. (2007) Participatory Action Research (Qualitative London: Sage.

Scotland, J. (2012) Exploring the Philosophical Underpinnings of Research: Relating Ontology and Epistemology to the Methodology and Methods of the Scientific, Interpretive, and Critical Research Paradigms, English Language Teaching, Vol 5, No 9

Stoecker, R. (2013) Research Methods for Community Change: A Project-Based Approach

(*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.

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	Community Education
Moderator	A Cusack
External Examiner	F Howard
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1 100% Research Proposal
(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 (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Dissertation/Project	✓	✓	✓	✓	✓	100	200

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections. .	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)