Module Descriptor

Title	Community Education Practice Research Dissertation		
Session	2025/26	**Status**	
Code	BACE10006	**SCQF Level**	10
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	40
School	**Education and Social Sciences**		
Module Co-ordinator	J Hopkin		

Summary of Module

This module will enable students to apply and extend the knowledge and understanding gained through the Practice-Based Research Module (Level 9). It will develop students' experience of action-based research and reflection within a specific CLD domain or related professional area.

Specifically, students will be guided by a named supervisor and attending a series of seminars and tutorials to provide a robust rationale for a practice research enquiry, based on their review of contemporary and appropriate literature and policy environments. They will clearly demonstrate advanced understanding of literature and identify the gap in knowledge that their study seeks to address. The module will enable students the ability to design a realistic study that culminates in completion of the final year dissertation.

Working individually and collaboratively, students will develop the skills and attributes required to provide a structured argument on their practice research topic. They will learn how to apply professional judgment in designing a research project that makes use of appropriate research tools, theoretical frameworks and methodologies. Students will adopt ethical research and professional processes that are in accordance with relevant codes of practice. Students will also be expected to engage in critical interpretation of data, to evaluate the strengths of limitations of their research findings and to consider how these might be disseminated through various means, including peer reviewed publication.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	

[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

				☐
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	Demonstrate originality and creativity in the application of appropriate theoretical frameworks and research practices.
L2	Undertake a critical/ reflective literature that can be used to evaluate and defend the development of research question or project
L3	Critically analyse the strengths and potential challenges associated with the research/ project design
L4	Manage a professional and ethical research project.
L5	Produce evidence using key skills in academic writing, knowledge transfer and dissemination.

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)	**Please select SCQF Level** Critical awareness of current issues in a subject/discipline and of the principal theories, principles, concepts and terminology.
Practice: Applied Knowledge and Understanding	**Please select SCQF Level** Demonstrate originality and/or creativity in executing a defined project of research and identify relevant outcomes.
Generic Cognitive skills	**Please select SCQF Level** Critically identify, define, conceptualise and analyse complex professional level problems and issues.
Communication, ICT and Numeracy Skills	**Please select SCQF Level** Communicating ideas about the interpretation and design, interpretation and use of research to a range of audiences.
Autonomy, Accountability and Working with Others	**Please select SCQF Level** Deal with ethical and professional issues in accordance with 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.

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	36
Tutorial / Synchronous Support Activity	48
Asynchronous Class Activity	40
Independent Study	480
n/a	
n/a	
TOTAL	600

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bryman, A. (2012) Social research methods. 4th ed. Oxford: Oxford University Press Creswell, J. W. (2014) Research design: qualitative, quantitative, and mixed methods approaches. 4th Ed. London: SAGE Oliver, P. (2012) Succeeding with your literature review: a handbook for students. Maidenhead: Open University Press Punch, K., (2009) An introduction to research methods in education London: Sage
(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:**

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	Community Education
Moderator	V Barnett-Simpson
External Examiner	F Howard
Accreditation Details	CLD Standards Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
10000 (or equivalent) Dissertation, Project, Professional enquiry
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**

10000 (or equivalent) Dissertation, Project, Professional enquiry	☒	☒	☒	☒	☒	100	15

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%	hours

Change Control

What	**When**	**Who**
Transferred to new template	Feb 25	J Hopkin