University of the West of Scotland

Module Descriptor

Session: Term 202324

Title of Module: Situated Professional Inquiry			
Code: EDUC12003	SCQF Level: 12 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: (European Credit Transfer Scheme) 30
School:	School of Education and Social Sciences		
Module Co-ordinator:	B Cross		

Summary of Module

This module aims to ensure that candidates can integrate their professional framework, culture and skills into a substantial research study. Candidates will be expected to synthesise material regarding professional regulations and requirements with the research literature as they develop a detailed and original research proposal. This research proposal will be the basis for a substantial empirical study relating to some aspect of their profession. Candidates will be required to show evidence of the application of research methodology, study design, sampling, data collection, ethical and data analysis theory explicitly to a specific professional enquiry. The module will be run over a full academic year and the candidates will be expected to show significant development at the end of each of the three phases of the process of professional enquiry.

First phase - demonstrate knowledge of the professional framework within which the study/enquiry will take place, the rationale for the enquiry and research question.

Second phase – the development of knowledge of relevant methodology, study design, data collection and data analysis.

Third phase – the concept of originality in the development of professional knowledge and application of research methods to professional enquiry.

Candidates will produce a completed research rationale followed by peer review as well as an ethical application form and research report detailing the work already undertaken such as the literature review, study design, and data collection and analysis plan as well as plans for completion of study and personal development.

This module will continue to develop communities of practice within the cohort. There will be support for both the interdisciplinary community of practice (the hub community) and the smaller communities of practice focused around the subject disciplines. These smaller communities of practice will help the candidates to develop skills which will enable them to work effectively within each disciplinary community as well as co-operative and collaborative learning skills that will allow them to gradually take more responsibility for the planning, organising, delivery and evaluation of relevant community teaching strategies. Within this module a collaborative approach

will be taken by the teaching team, where responsibility for the recognition, planning, organising, delivery and evaluation of teaching tasks and strategies will be given to the candidates within each community of practice. Each candidate will take responsibility for at least one teaching task for their community.

A variety of academic and peer support strategies will be used to help facilitate candidates' personal and professional development whilst they are on the module such as planning and review sessions, supervision, individual and group tutorials and seminars

Module Delivery Method

Face-To-Face	Blended	Fully Online	Hybrid	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	Develop a synthesised and detailed understanding of the professional framework,
L2	Demonstrate a critical understanding of the skills and knowledge required to complete a substantial research study.
L3	Develop an authoritative and specialised understanding of research methods and skills relevant to their professional discipline and study.
L4	L4. Demonstrate the original and novel application of research theory, methods and skills creatively and effectively within their professional discipline.

L5	Demonstrate authoritative reporting and communication skills with peers and experts within their own professional discipline at the standard of published academic work and critical dialogue.

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 **12** Detailed and up to date understanding of the professional framework, culture, issues and research requirements of their professional discipline. Critical overview of the principal research methods of enquiry and skills required to complete a research study within their own professional discipline. Critical and leading knowledge of research theory and that will put the candidates at the forefront of their professional discipline. Generate research knowledge that will help candidates to make a significant contribution to the theory that underpins their professional discipline.
Practice: Applied Knowledge and Understanding	SCQF Level **12** Synthesize research knowledge and skills with complex professional subject knowledge that is at the forefront of the specific professional discipline. Apply a range of standard and specialized research skills and knowledge to professional research and enquiry. Demonstrate creative/original/novel application of research skills and theory to develop new knowledge
Generic Cognitive skills	SCQF Level **12** Identify, conceptualize original and novel insights into complex professional issues. Develop creative and original research designs in response to professional issues. Deal with complex professional issues and make informed judgments about professional enquiry in the absence of complete information.
Communication, ICT and Numeracy Skills	SCQF Level **12** Use a significant range of advanced communication skills to report the findings of research studies. Report at the standards of published academic work to a range of audiences including peers and experts within the professional discipline. Use a range of ICT applications and software to support and enhance research methods. Critically evaluate a range of different data including numerical and graphical data.

Autonomy, Accountability and Working with others	SCQF Level **12** Demonstrate a high level of professional authority in research activities (communities of practice). Take significant responsibility for substantial research studies. Demonstrate leadership in identifying and resolving and tackling professional issues. Managing complex ethical and professional issues and making judgments on emerging trends within profession. Take responsibility and effectively supervise the research of Others.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: **EDUC 12001** **EDUC 12001**	**Module Title:** **Critical Professional Reflection** Research Theory and Design
	Other:	NA
Co-requisites	**Module Code:**	**Module Title:**

*Indicates that module descriptor is not published.

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	48
Laboratory/Practical Demonstration/Workshop	84
Tutorial/Synchronous Support Activity	166
Asynchronous Class Activity	45
Independent Study	257
Choose an item.	
Choose an item.	

Choose an item.	
Choose an item.	
	Hours Total 300

**Indicative Resources: (eg. Core text, journals, internet access)

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

Fulton J and Costley C (2019) Methodologies for Practice Research, approaches for Professional Doctorates, London: Palgrave Macmillan.

Lyons, N (2010) Hand book of reflection and reflective inquiry: mapping a way of knowing for professional reflective inquiry. New York: Springer.

McSweeney F and Williams D (2019) *Designing and Conducting Research in Social Science, Health and Social Care,* New York: Routledge.

Miles, M.B., Huberman, A.M. and Saldana, J.B. (2020) *Qualitative Data Analysis: A Methods Sourcebook*,

(**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:

It is expected that doctoral candidates will attend all scheduled sessions or participate with all delivered elements as part of their engagement with their programme of study. Please refer to UWS Regulation 5.7

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.

This module is appropriate for all doctoral candidates irrespective of ethnic status, disability, age, gender, socio-economic background, religious and sexual orientation.

To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. Flexibility and anticipatory adjustments in teaching and learning strategies and assessment facilitate inclusiveness within this module. In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the

School of Education encourages the disclosure of additional/ enabling support requirements (including disability) throughout recruitment, selection and throughout the duration of this module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. Furthermore, a number of approaches, congruent with the requirements set out via the QAA Code for Higher Education-Collaboration and Flexible and Distance Learning (FLD) (2010) and advice offered by the Higher Education Academy (2010), are incorporated within the programme design. More specifically in the context of this module, then it is appropriate for any individual who meets with the specific entry requirements for the module (in line with the relevant programme specification) and the learning activities include a number of asynchronous discussions and written activities for which appropriate support can be provided when required. The School of Education will provide appropriate support for students with additional needs.

(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	CPL Programme Board
Moderator	Stephen Day
External Examiner	Branislav Radeljic
Accreditation Details	e.g. ACCA Click or tap here to enter text.
Changes/Version Number	

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).

6

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 –- a comprehensive and detailed report which presents their research proposal and ethical considerations including a reflective log of their development and assessment of their project's contribution to their professional contribution 9-13,000.

Assessment 2 – Free Text

Assessment 3 – Free Text

(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.)

Assessment Outcome Grids (See Guidance Note)

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
	√	√	√	√	√	100	

Component 2							
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

Component 3							
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
Combined Total for All Components						**100%**	**XX hours**

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)