



Module Descriptor

Title	Community Practice Research		
Session	2025/26	Status	
Code	BACE09003	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Cusack		

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	On-Campus¹	Hybrid²	Online³	Work -Based Learning⁴
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

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

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

Learning Outcomes	
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 which includes articulation of epistemology, ontology, methodology, approaches to gathering data and initial literature review for the topic
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 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 9 Demonstrate originality or creativity in the application of knowledge, understanding and /or practices within a professional context.
Generic Cognitive skills	SCQF 9 Critically reviewing, analyzing, consolidating and extending knowledge, skills and practices.
Communication, ICT and Numeracy Skills	SCQF 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 9 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	Student Learning Hours
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)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources

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

Aveyard, H. (2010) Doing a literature review in health and social care: a practical guide. 2nd ed. Maidenhead: McGraw-Hill Open University Press

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.

Goodson, L and Phillmore, J. (2012) Community Research for Participation: From Theory to Method, Bristol: Policy Press.

Karnilowicz, W., Ali, L., & Philmore, J. (2014) Community research within a social constructionist epistemology: implications for 'Scientific Rigour', Community Development, 45:4, pp. 353-367

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

Philmore, J & Goodson, L. (2012) Community Research for Participation: From Theory to Method, Bristol: Policy Press.

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 London: Sage.

Wilson, E., Kenny, A., & Dickson-Swift, V. (2017) Ethical Challenges in Community-Based Participatory Research: A Scoping Review Qualitative Health Research 1-11, 2017.

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	J Hopkin
External Examiner	F Howard
Accreditation Details	CLD Standards Council Scotland
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Research Proposal - Essay

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
Research Proposal - Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	

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"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
Transferred to new template	Feb 25	A Cusack