Module Descriptor

Session: 2020/21

Status: Published

Title of Module: Community Practice Research			
Code: BACE09003	**SCQF Level: 9** (Scottish Credit and Qualifications Framework)	**Credit Points: 20**	**ECTS: 10** (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	D Wallace		

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**
	✓	

Face-To-Face
Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

Fully Online
Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

Blended
A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

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)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
			✓			

Learning Outcomes: (maximum of 5 statements)
On successful completion 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 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 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:**

* Indicates that module descriptor is not published.

Learning and Teaching	
Though there will be occasional lectures, the teaching and learning strategy for the programme is founded on the notion of communities of practice, on problem based strategies and on collaborative learning. This will be underpinned, supported and extended through reading assignments based on the VLE and tailored assessment. In tutorial discussions, students will be able to reflect on their understanding of theoretical and empirical information, apply their knowledge to concrete scenarios and case studies, and develop their interpersonal and communication skills. Through their assignments, students will be able to demonstrate their ability to search for sources, evaluate, analyse and interpret source materials, integrate theoretical knowledge and empirical information, and develop balanced and evidence-based conclusions, in appropriate academic style.	
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	12
Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	24
Independent Study	140

	200 Hours Total

**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

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

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

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

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

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

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

(**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 Requirements

In line with the Academic Engagement and Attendance Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on Moodle, and complete assessments and submit these on time. Please refer to the Academic Engagement and Attendance Procedure at the following link: Academic engagement and attendance procedure

Supplemental Information

Programme Board	Education
Assessment Results (Pass/Fail)	No
Subject Panel	Community Education
Moderator	A Coburn
External Examiner	S Moir
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1.03 CRN added; external examiner added

Assessment: (also refer to Assessment Outcomes Grids below)
The assessment for this module will be compatible with published principles and is intended to be both sustainable (fit for contemporary purpose and future development) and constructively aligned (integral to methods for teaching and learning). Quality assurance for assessment is obtained through joint planning and scrutiny in a systematic process each trimester (Quality Assurance and Review Group or course team meetings). The assignment will therefore be equivalent to a 3000 word paper drawing from a range of assessment instruments that may include academic paper; report; facilitated workshop; illustrated talk; video production; lecture; or poster. 50% Practical Presentation
100% Essay
(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 Handbook.)

Assessment Outcome Grids (Footnote A.)

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
Essay	✓	✓	✓	✓	✓	100	36

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
Combined Total For All Components						100%	36 hours

Footnotes
A. Referred to within Assessment Section above
B. Identified in the Learning Outcome Section above

Note(s):
1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).
   This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

Equality and Diversity

This module is appropriate for all students 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 in assessment methods are intended to facilitate inclusiveness within this module.

In line with current legislation (Equality Act, 2010) and UWS Equality Scheme (2010-13) the School of Education encourages disability disclosure throughout recruitment, selection and in 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.

UWS Equality and Diversity Policy

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)