

University of the West of Scotland

Module Descriptor

Session: 202324

Title of Module: CED Practice Research Dissertation			
Code: BACE10006	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 60	ECTS: 30 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Coburn		
Summary of Module			
<p>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.</p> <p>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.</p> <p>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.</p>			

Module Delivery Method		
Face-To-Face	Blended	Fully Online
	✓	
<p>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.</p>		

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. Demonstrate originality and creativity in the application of appropriate theoretical frameworks and research methodologies to explore and evaluate a relevant aspect of professional practice and/or community-based issue.

L2. Undertake a critical and reflective literature review that can be used to evaluate and defend the development of research questions that will guide the proposed study.

L3. Critically analyse the strengths and potential challenges associated with the research design.

L4. Manage a professional and ethical research project that creates informed research outcomes, conclusions and recommendations.

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)	SCQF Level 10. 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 10. Demonstrate originality and/or creativity in executing a defined project of research and identify relevant outcomes.	
Generic Cognitive skills	SCQF Level 10. Critically identify, define, conceptualise and analyse complex professional level problems and issues.	
Communication, ICT and Numeracy Skills	SCQF Level 10. 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 10. 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	
<p>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.</p> <p>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.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>

Lecture/Core Content Delivery	32
Tutorial/Synchronous Support Activity	48
Asynchronous Class Activity	40
Independent Study	480
	600 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:

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 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	D Wallace
External Examiner	S Moir

Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	1 None - New Module

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-QARG).
The assignment will be an 8000 word dissertation.
(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
Dissertation / Project report/ Thesis	✓	✓	✓	✓	✓	0	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
Combined Total For All Components						0%	100 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 race, ethnicity, nationality (dis)ability, age, socio-economic background, faith or religious belief, sexual orientation or gender identity. 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 (2013, Revised Apr 16) 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)