

University of the West of Scotland

Module Descriptor

Session: 202425

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 and Social Sciences		
Module Co-ordinator:	J Hopkin		
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	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>

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	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)	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:

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	72
Tutorial/Synchronous Support Activity	36
Independent Study	492
	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:

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

Bryman, A. (2012) Social research methods. 4th ed. Oxford: Oxford University Press

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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.

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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 <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Community Education

Moderator	Alan Cusack
External Examiner	F Howard
Accreditation Details	CLD Standards Council for Scotland
Changes/Version Number	

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 10000 (or equivalent) Dissertation, Project, Professional enquiry
(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 (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	✓	✓	✓	✓	✓	100	600

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)