Module Descriptor

Title	Dissertation (Community Education)		
Session	2026/27	**Status**	Approved
Code	BACE10009	**SCQF Level**	10
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Education and Social Sciences**		
Module Co-ordinator	V Barnett-Simpson		

Summary of Module

This module will enable students to apply and extend the knowledge and understanding gained through the Critical Inquiry module. It will develop students' experience of action-based research and reflection within CLD professional practice.

Specifically, students will be guided by a supervisor and attend 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.

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 or practice frameworks and methodologies. Students will adopt ethical research and professional processes that are in accordance with relevant codes of practice.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London	☐ Online / Distance Learning	

[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

			☒ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate originality and creativity in the application of appropriate theoretical or practice frameworks and research practices.
L2	Undertake a critical/reflective literature review 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	Evidence the skills to implement an 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 10** Critical, detailed understanding of principle theories, concepts and principles of one current area and of practice, which is informed by or at the forefront of the discipline. Understanding of the ways in which one specific area of practice is developed, including a range of established techniques of research methodologies and approaches.
Practice: Applied Knowledge and Understanding	**SCQF 10** Using a range of professional skills and practices associated with their practice roles. Executing a defined project of investigation within their filed of practice and identifying and implementing relevant outcomes. Practising a range of professional level contexts that include a degree of unpredictability.
Generic Cognitive skills	**SCQF 10** Critically identifying, defining, conceptualising and analysing relevant policies and strategies that are informed by forefront developments in their field of practice, demonstrating originality and creativity in dealing with issues. Critically reviewing and consolidating knowledge, skills, practices and thinking in their sector. Making judgements where data is limited.
Communication, ICT and Numeracy Skills	**SCQF 10** Presenting and conveying formally and informally, information about a specialised topic to an informed audience. Communicating with peers, supervisors and teachers. Using a range of ICT applications to support and enhance their written work.

Autonomy, Accountability and Working with Others	**SCQF 10** Exercising autonomy and initiative in professional activities. Managing complex ethical and professional issues in accordance with current professional ethical codes of practice. Recognising the limits of these codes and seek guidance where appropriate.

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.

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** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	72
Tutorial / Synchronous Support Activity	24
Practice-based Learning	15
Independent Study	489
Please select	
Please select	
TOTAL	600

Indicative Resources

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 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:** 80% Academic Attendance

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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **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	TBC
Accreditation Details	CLD Standards Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
10000 word or equivalent Dissertation or Portfolio
Assessment 2
Viva Voce
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**
Dissertation or Portfolio	☒	☒	☒	☒	☒	80	10

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Viva Voce	☒	☒	☒	☒	☒	20	4

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	14 hours

Change Control

What	**When**	**Who**
New Module	2026	J Hopkin