**Module Descriptor**

| Title | Honours Dissertation (CS) | | |
|---|---|---|---|
| **Session** | 2025/26 | **Status** | |
| **Code** | CHSS10002 | **SCQF Level** | 10 |
| **Credit Points** | 40 | **ECTS (European Credit Transfer Scheme)** | 20 |
| **School** | **Education and Social Sciences** | | |
| **Module Co-ordinator** | J. Ovington | | |

**Summary of Module**

This module aims to consolidate student's understanding of the research process pertaining to their chosen field of study. It will demonstrate the acquisition of the knowledge and skills necessary for critically appraising research in their own field and in the interdisciplinary context. Moreover the module will further develop the knowledge and skills gained through the level 9 modules where students were required to identify a topic of interest related to their practice, and critically apply their understanding of research design and social theory to conduct small scale research projects. Through previous modules, students have developed a bibliography of resources to inform a more intensive research project (dissertation) with potential interdisciplinary foci.

This module aims to guide students' research skills through developing critical analysis, evaluation and synthesis of available evidence. Beginning with a systematic review of literature pertaining to one specific area, including critical reflection upon current policy debates relevant to their field of practice, the student will be required to create an exploratory question and robust research design. The module will culminate in a research exercise. The dissertation will further develop students' critical awareness of the epistemology and ontological foundations of main research paradigms, including quantitative, qualitative and mixed methodological research design; sampling methods; data collection; data analysis; evidence-based practice; ethics; barriers to implementing research in practice; rigour in analysis; responsible reporting of evidence.

The module enables the students to develop the following UWS Graduate Attributes:

Critical Thinker, Research minded, Knowledgeable, Autonomous

The module contributes towards the following UN Sustainable Goals:

UN SDG 4 Quality Education; the dissertation also encourages students to focus on furethr SDGs in their individual project work and dissertation

| Module Delivery Method | On-Campus[1] ☒ | Hybrid[2] ☒ | Online[3] ☐ | Work -Based Learning[4] ☐ |
|---|---|---|---|---|
| Campuses for Module Delivery | ☒ Ayr ☒ Dumfries | ☒ Lanarkshire ☐ London ☐ Paisley | ☐ Online / Distance Learning ☐ 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 | |
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| L1 | Complete practitioner research in fieldwork and apply one data collection technique to achieve its identified outcomes. |
| L2 | Through a systematic search strategy, make effective use of citation indexes, online databases and journal abstracts for obtaining information on integrated research, particularly focusing on evaluation of peer-reviewed studies. |
| L3 | Demonstrate a critical understanding of the main research paradigms, methods and designs related to research practice by synthesising research evidence. |
| L4 | Identify and reflect on ways in which an issue/topic from their field of practice can be developed, using data analysis from practitioner research project. |
| L5 | Apply knowledge of ethical issues in educational research. |

| Employability Skills and Personal Development Planning (PDP) Skills | |
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| 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. |

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[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

| Practice: Applied Knowledge and Understanding | **SCQF 10**<br><br>Using a range of  professional skills and practices associated with their practice roles.<br><br>Executing a defined project of investigation within their filed of practice and identifying and implementing relevant outcomes.<br><br>Practising a range of professional level contexts that include a degree of unpredictability. |
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| **Generic Cognitive skills** | **SCQF 10**<br><br>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.<br><br>Critically reviewing and consolidating knowledge, skills, practices and thinking in their sector.<br><br>Making judgements where data is limited. |
| **Communication, ICT and Numeracy Skills** | **SCQF 10**<br><br>Presenting and conveying formally and informally, information about a specialised topic to an informed audience.<br><br>Communicating with peers, supervisors and teachers.<br><br>Using a range of ICT applications to support and enhance their written work. |
| **Autonomy, Accountability and Working with Others** | **SCQF 10**<br><br>Exercising autonomy and initiative in professional activities.<br><br>Managing complex ethical and professional issues in accordance with current professional ethical codes of practice.<br><br>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** |
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| 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.<br><br>Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment.<br><br>Student handbooks, and other detailed material made available to students, will give more specific information on the particular learning and teaching methodologies, and combinations of these methodologies, to be used for timetabled student sessions. This will clarify for students both their expectations for timetabled sessions, and their expectations for the overall balance of learning and teaching methodologies to be used during the module. |

| Learning Activities<br><br>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below: | Student Learning Hours<br><br>(Note: Learning hours include both contact hours and hours spent on other learning activities) |
|---|---|
| Lecture / Core Content Delivery | 72 |
| Independent Study | 258 |
| Personal Development Plan | 70 |
| Please select | |
| Please select | |
| Please select | |
| **TOTAL** | 400 |

| Indicative Resources |
|---|
| **The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**<br><br>Mukherji, P. and Albon, D. (2023) Research methods in early childhood. 4th edn. London: Sage.<br><br>Mentor, I., Elliot, D., Hulme, M., Lewin, J. and Lowden, K. (2011) A guide to practitioner research in education. London: Sage.<br><br>Robert-Holmes, G. (2018) Doing your early years research project: a step-by-step guide. 4th edn. London: Sage<br><br>Braun, V. and Clarke, V. (2022) Thematic Analysis: a practical guide. London: Sage<br><br>Websites:<br><br>Sage Research Methods https://methods.sagepub.com/<br><br>Thematic analysis: https://www.thematicanalysis.net/ |
| **(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 |
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| **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.**<br><br>**For the purposes of this module, academic engagement equates to the following:**<br><br><br>The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments. |

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

| Equality and Diversity |
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| **The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.**<br><br>In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper. |
| **(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<br>**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** | Early Years |
| **Moderator** | C Holligan |
| **External Examiner** | C Counihan |
| **Accreditation Details** | |
| **Module Appears in CPD catalogue** | ☐ Yes ☒ No |
| **Changes / Version Number** | 1.09 |

| Assessment (also refer to Assessment Outcomes Grids below) |
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| **Assessment 1** |
| 9000 word dissertation |
| **Assessment 2** |
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| Assessment 3 |
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| (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 | ☒ | ☒ | ☒ | ☒ | ☒ | 100 | 72 |

| Component 2 | | | | | | | |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Assessment Type | LO1 | LO2 | LO3 | LO4 | LO5 | Weighting of Assessment Element (%) | Timetabled Contact Hours |
|  | ☐ | ☐ | ☐ | ☐ | ☐ |  |  |

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

**Change Control**

| What | When | Who |
| :--- | :--- | :--- |
| New Template | Mar 25 | J Ovington |
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