

University of the West of Scotland

Module Descriptor

Session:

Title of Module: Honours Dissertation			
Code: EDUC10036	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 40	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Education		
Module Co-ordinator:	Dr. C. Gollek		
Summary of Module			
<p>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 participatory action research project (dissertation) with interdisciplinary foci.</p> <p>This module aims to guide practice 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.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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	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	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 10</p> <ul style="list-style-type: none"> • 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	<p>SCQF Level 10</p> <ul style="list-style-type: none"> Using a range of principal professional skills and practices associated with their practice roles. Executing a defined project of investigation within their field of practice and identifying and implementing relevant outcomes. Practising a range of professional level contexts that include a degree of unpredictability. 	
Generic Cognitive skills	<p>SCQF Level 10</p> <ul style="list-style-type: none"> 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	<p>SCQF Level 10</p> <ul style="list-style-type: none"> 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	<p>SCQF Level 10</p> <ul style="list-style-type: none"> 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. 	
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	
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	28
Independent Study	224
Asynchronous Class Activity	48
Work Based Learning/Placement	100
	Hours Total 400
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Groundwater-Smith, S., Dockett, S. and Bottrell, D. (2015) <i>Participatory research with children and young people</i>. London: Sage Publications.</p> <p>Mentor, I., Elliot, D., Hulme, M., Lewin, J. & Lowden, K. (2011) <i>A guide to practitioner research in education</i>. London: Sage.</p> <p>Mukherji, P. and Albon, D. (2018) <i>Research methods in early childhood</i>. 3rd edn. London: Sage.</p> <p>Robert-Holmes, G. (2018) <i>Doing your early years research project: a step-by-step guide</i>. 4th edn. London: Sage</p>	
(**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: In line with the Student Attendance and Engagement 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 VLE, 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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations.

(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	Early Years
Moderator	Professional team (Supervisors and C. Holligan)
External Examiner	C. Counihan
Accreditation Details	At level 9 accredited SSSC
Changes/Version Number	1.08

Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment consists of individual, independent and group workshop tasks; these have been designed to support the student as they work towards the summative dissertation project.

The module assessment is based solely on the submission of a dissertation which is worth 100% of the overall mark for this module.

Assessment 1 – 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 Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

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	✓	✓	✓	✓	✓		
Combined Total for All Components						100%	0 hours

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)