

## University of the West of Scotland

## Module Descriptor

Session: 202324

<b>Title of Module: Dissertation Practitioner Research</b>			
<b>Code: UGED10002</b>	<b>SCQF Level: 10 (Scottish Credit and Qualifications Framework)</b>	<b>Credit Points: 40</b>	<b>ECTS: 20 (European Credit Transfer Scheme)</b>
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	E Wotherspoon		
<b>Summary of Module</b>			
<p>This module relates to and builds on the Level 9 modules, during which students built critical analysis skills and understanding of literature within areas of their specialist subject (Health and Wellbeing, Inclusive Education, Literacy, Mathematics, MFL or Science). The critical analysis skills and knowledge of literature developed will contribute to the initial reading and activities for this module.</p> <p>This module will support students to cultivate a basic understanding of educational research and introduce students to the diversity of approaches to educational inquiry. In respect of research ethics, the module will develop students' understanding of ethical principles as well as introduce and deepen their knowledge of the relevant regulatory framework. This module will also support students to develop understanding of methodological principles and approaches of research design; data collection, reporting and analysis. There will be particular emphasis on the approaches to research that will inform the development of their project (i.e. interviews, observation and questionnaires). Students will be expected to learn about each approach and be able to apply the appropriate approach to their project.</p> <p>Students will be supported to identify a narrow area of their specialist subject on which to focus, with a view to extending the depth of their understanding. Students may alternatively choose to study an overarching theme (such as inclusion or assessment) in the context of their subject specialism. Students will develop skills that will support them in completing a literature review into their chosen topic area. This will include reflection of the relevant educational processes and current debates. They will also be required to undertake a research project in the school. The research project requires:</p> <ul style="list-style-type: none"> <li>• A longer period of personal commitment</li> <li>• A substantial piece of independent work</li> <li>• Greater depth of understanding within a topic</li> <li>• Engagement in a more extensive academic literature search.</li> </ul> <p>The module will support students towards meeting the GTCS Standard for Provisional Registration by working towards the following standards: Professional Commitment (1.2); Have knowledge and understanding of Research and Engagement in Practitioner Enquiry (2.1.2); Have knowledge and understanding of Education Systems (2.2.1); Have a knowledge and understanding of Learning Communities (2.2.2); Engage critically with literature, research and policy (3.3.1); Engage in reflective practice to develop and advance career-long professional learning and expertise (3.3.2).</p>			

In relation to learning for sustainability, students in this module will build on the work from the critical analysis module by expanding their understanding of enquiring and critical approaches. It will also complement the work in the leadership for learning module by developing critical reflection skills. Students should consider themselves as influential.

Through participating in the module, students will develop UWS Graduate Attributes: in this core module students are encouraged to develop a set of globally relevant skills, abilities and behaviours that will support them in becoming motivated, work ready and successful. A broad range of personal, academic and professional attributes are embedded within the activities and content of the module. In this module a particular focus will be given to developing critical thinkers who are knowledgeable, analytical, inquiring and research-minded educators.

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 <b>normally</b> 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 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 awareness and understanding of the role of educational research and of educational research methods.
L2	Be aware of, discuss and reflect upon research literature, both national and international, within a specific curricular area / educational issue.
L3	Apply critical knowledge and understanding of relevant theories, concepts and principles of research to practitioner research.

L4	Demonstrate an understanding of the principles of ethical research and the purpose of ethical regulation in order apply knowledge of ethical issues in educational research.
L5	Make effective use of citation indexes, online databases and a wide range of journal abstracts for obtaining information on educational research.
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p><b>SCQF Level 10</b> Critical understanding of principal theories, concepts and principles of one area of specialism within primary education.</p> <p>Knowledge and understanding in one specialism in primary education, informed by current educational initiatives in the primary educational sector in Scotland. A critical understanding of the research design, tools and methodologies available to them.</p>
Practice: Applied Knowledge and Understanding	<p><b>SCQF Level 10</b> Using a range of professional skills and practices associated with educational research within a specific curricular area or issue.</p> <p>Practising routine methods of inquiry and/or research related to a specific curricular area or issue. Executing a defined project of investigation in a school context and identifying and implementing relevant outcomes. Practising in a range of professional level contexts that include a degree of unpredictability. Using a number of skills, practices and/or materials that or specialised and/or advanced in the design of educational research within a specific curricular area or issue.</p>
Generic Cognitive skills	<p><b>SCQF Level 10</b> Critically identify, defining, conceptualizing and analysing educational issues that are informed by forefront developments in Scottish primary education. Demonstrate originality and creativity in dealing with primary educational issues. Critically review and consolidating knowledge, skills, practices and thinking in the primary educational sector. Make judgements where data are limited and being explicit about the reason for this. Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues associated with the educational research.</p> <p>Draw on a range of national, international, historic and current sources in making judgements and presenting arguments.</p>
Communication, ICT and Numeracy Skills	<p><b>SCQF Level 10</b> Present and conveying formally and informally, information about a specialised topic in primary education to an informed audience. Communicate with peers, supervisors and teachers. Use a range of ICT applications to support and enhance their written work.</p>

	Interpret, use and evaluate numerical and graphical data to achieve goals/targets that relate to the stated learning outcomes.	
Autonomy, Accountability and Working with others	<p><b>SCQF Level 10</b></p> <p>Exercise autonomy and initiative in activities relating to the stated learning outcomes.</p> <p>Practise in ways that show awareness of own and others' roles and responsibilities.</p> <p>Work, under guidance, with specialist practitioners.</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.</p>	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken one of the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	UGED09043 UGED09049 UGED09033 UGED09034 UGED09037 UGED09038	Critical Analysis of HWB Teaching Critical Analysis of Inclusive Education Critical Analysis of Literacy Teaching Critical Analysis of Mathematics Teaching Critical Analysis of MFL Teaching Critical Analysis of Science Teaching
<b>Other:</b>		
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\*Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<p>Lectures, individual and group tutorials, workshops, drop-in sessions and use of the VLE will be the main learning and teaching approaches in this module. Throughout these activities a range of learning and teaching methodologies will be employed including exposition, whole-class discussion, paired and group work, problem-based learning, collaborative working and student presentations. A significant portion of the module is dedicated to independent study where students will complete their dissertation/practitioner research project under the guidance of a supervisor.</p> <p>Student handbooks and other materials made available to students will give more detailed 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.</p>	
<p><b>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.</b></p>	
<p><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours</p>

	include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	45
Tutorial/Synchronous Support Activity	15
Asynchronous Class Activity	15
Independent Study	325
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	400 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:

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Bell, J and Waters, S (2018) Doing your research project: a guide for first-time researchers in education (7th ed). London: Open University Press.

Drever, E (2003) Using semi-structured interviews in small-scale research: a teacher's guide. Edinburgh: Scottish Council for Research in Education.

Lichtman, M (2013) Qualitative research in education: a user's guide (3rd ed). London: Sage.

\*Menter, I, Elliot, D, Hulme, M, Lewin, J and Lowden, K (2011) A guide to practitioner research in education. London: Sage.

Munn, P and Drever, E (2004) Using questionnaires in small-scale research: a beginner's guide. Edinburgh: Scottish Council for Research in Education.

Punch, K and Oancea, A (2014) Introduction to research methods in education (2nd ed). London: Sage.

Sharp, J (2009) Success with your education research project. Exeter: Learning Matters.

Thomas, G (2014) How to do your research project. Maidenhead: Open University.

Wyse, D and Cowan, K (2017) [The good writing guide for education students](#) (4th ed). 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:

All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link:  
<http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

In accordance with module and programme handbooks, any student whose attendance has fallen below the 75% minimum requirement for a module could be withdrawn from and given a re-attend decision for that module. To assure placement partners that students are appropriately prepared to undertake periods of school experience, unsatisfactory attendance across academic modules may prevent progress to placement, or result in withdrawal from the programme, as a student would be deemed not to have met the professional requirements of the programme as accredited by the GTCs.

### **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

<b>Divisional Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
<b>School Assessment Board</b>	Education
<b>Moderator</b>	E. Baumgartner / C. Holligan
<b>External Examiner</b>	L. Waddell
<b>Accreditation Details</b>	General Teaching Council for Scotland
<b>Changes/Version Number</b>	1.02

### Assessment: (also refer to Assessment Outcomes Grids below)

Students will be required to submit ethics documentation for review and gain ethical approval before being able to undertake their research.

Formative assessment consists of two written tasks and a presentation which are assessed by students' supervisor.

Summative assessment consists of an 8000-word written dissertation in which students will provide a referenced discussion of a specific area of, or related to primary education, an explanation of their practitioner research, and analysis of the findings of this research project.

Student handbooks, and other detailed material made available to students, will clarify the relationship between formative assessment and the specific learning outcomes for the module. This will ensure that students can relate feedback from formative assessment to their individual progress on the learning outcomes for the module. On summative assessments, students will receive detailed information indicating the ways in which summative assessments will assess individual learning outcomes for the module. As appropriate, students will also receive detailed information on how feedback will be provided for assessments.

Assessment 1 – Free Text

Assessment 2 – Free Text

Assessment 3 – Free Text

(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 Thesis	✓	✓	✓	✓	✓	100	1

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

Component 3							
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
<b>Combined Total for All Components</b>						<b>100%</b>	<b>XX hours</b>

**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)