Module Descriptor

Title	Situated Professional Inquiry		
Session	2025/26	**Status**	
Code	EDUC12003	**SCQF Level**	**SCQF 12**
Credit Points	60	**ECTS (European Credit Transfer Scheme)**	30
School	**Education and Social Sciences**		
Module Co-ordinator	B Cross		

Summary of Module

This module aims to ensure that candidates can integrate their professional framework, culture and skills into a substantial research study. Candidates will be expected to synthesise material regarding professional regulations and requirements with the research literature as they develop a detailed and original research proposal.

This research proposal will be the basis for a substantial empirical study relating to some aspect of their profession. Candidates will be required to show evidence of the application of research methodology, study design, sampling, data collection, ethical and data analysis theory explicitly to a specific professional enquiry. The module will be run over a full academic year and the candidates will be expected to show significant development at the end of each of the three phases of the process of professional enquiry.

First phase - demonstrate knowledge of the professional framework within which the study/enquiry will take place, the rationale for the enquiry and research question.

Second phase – the development of knowledge of relevant methodology, study design, data collection and data analysis.

Third phase – the concept of originality in the development of professional knowledge and application of research methods to professional enquiry.

Candidates will produce a completed research rationale followed by peer review as well as an ethical application form and research report detailing the work already undertaken such as the literature review, study design, and data collection and analysis plan as well as plans for completion of study and personal development.

Phase one

Professional framework

Phase two

Identification of relevant research skills and knowledge

Phase three

Application of concept of originality of research skills and knowledge to professional framework/enquiry Development of research rationale, ethical application and research report his module will continue to develop communities of practice within

the cohort. There will be support for both the interdisciplinary community of practice (the hub community) and the smaller communities of practice focused around the subject disciplines. These smaller communities of practice will help the candidates to develop skills which will enable them to work effectively within each disciplinary community as well as co-operative and collaborative learning skills that will allow them to gradually take more responsibility for the planning, organising, delivery and evaluation of relevant community teaching strategies. Within this module a collaborative approach will be taken by the teaching team, where responsibility for the recognition, planning, organising, delivery and evaluation of teaching tasks and strategies will be given to the candidates within each community of practice. Each candidate will take responsibility for at least one teaching task for their community. A variety of academic and peer support strategies will be used to help facilitate candidates' personal and professional development whilst they are on the module such as planning and review sessions, supervision, individual and group tutorials and seminars. Support and supervision will be provided by representatives from each academic School to ensure professional representation for each professional body. Candidates will be allocated supervisory teams to support them during the subsequent two/three years of their empirical study at the beginning of the module.

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	
L1	Develop a synthesised and detailed understanding of the professional framework, culture and research requirements of their respective professional discipline
L2	Demonstrate a critical understanding of the skills and knowledge required to complete a substantial research study.

[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

L3	Develop an authoritative and specialised understanding of research methods and skills relevant to their professional discipline and study
L4	Demonstrate the original and novel application of research theory, methods and skills creatively and effectively within their professional discipline.
L5	Demonstrate authoritative reporting and communication skills with peers and experts within their own professional discipline at the standard of published academic work and critical dialogue.

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 12** Detailed and up to date understanding of the professional Page 33 of 42 framework, culture, issues and research requirements of their professional discipline. Critical overview of the principal research methods of enquiry and skills required to complete a research study within their own professional discipline. Critical and leading knowledge of research theory and that will put the candidates at the forefront of their professional discipline. Generate research knowledge that will help candidates to make a significant contribution to the theory that underpins their professional discipline.
Practice: Applied Knowledge and Understanding	**SCQF 12** Synthesize research knowledge and skills with complex professional subject knowledge that is at the forefront of the specific professional discipline. Apply a range of standard and specialized research skills and knowledge to professional research and enquiry. Demonstrate reative/original/novel application of research skills and theory to develop new knowledge.
Generic Cognitive skills	**SCQF 12** Identify, conceptualize original and novel insights into complex professional issues. Develop creative and original research designs in response to professional issues. Deal with complex professional issues and make informed judgments about professional enquiry in the absence of complete information.
Communication, ICT and Numeracy Skills	**SCQF 12** Use a significant range of advanced communication skills to report the findings of research studies. Report at the standards of published academic work to a range of audiences including peers and experts within the professional discipline. Use a range of ICT applications and software to support and enhance research methods. Critically evaluate a range of different data including numerical and graphical data.

Autonomy, Accountability and Working with Others	**SCQF 12** Demonstrate a high level of professional authority in research activities (communities of practice). Take significant responsibility for substantial research studies. Demonstrate leadership in identifying and resolving and tackling professional issues. Managing complex ethical and professional issues and making judgments on emerging trends within profession. Take responsibility and effectively supervise the research of others.

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.	
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	132
Tutorial / Synchronous Support Activity	45
Personal Development Plan	100
Work-based Learning	66
Independent Study	257
n/a	
TOTAL	600

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Costely C, Elliott G and Gibbs P (2010) Doing Work-based Research, London: Sage. (ONLINE RESOURCE) Costley C and Fulton, J (2019) Methodologies for Practice Research, London: Sage. Davies, M and Barnett, (2015) The Palgrave handbook of critical thinking in higher education, Basingstoke, Palgrave Macmillan. (ONLINE RESOURCE) Drake P and Heath L (2011) Practitioner Research at Doctoral Level: Developing Coherent

Research Methodologies, Abingdon: Routledge.

Fisher, A., (2004) The Logic of Real Arguments, Cambridge: Cambridge University Press.

Fulton J, Kuit JA, Sanders G, and Smith P (2013) The Professional Doctorate, Basingstoke: Palgrave Macmillan.

Lee, N-J., (2009) Achieving your Professional Doctorate: A Handbook, Maidenhead: Open University Press.

Murray, N Beglar, D (2009) Inside Track to Writing Dissertations and Theses, Harlow: Pearson Education.

Murray, R. (2011) How to Write a Thesis (2nd Ed.), Maidenhead: Open University Press.

Scott D (2004) Professional doctorates: integrating professional and academic knowledge, Maidenhead : Society for Research into Higher Education and Academic Knowledge & Open University, 2004. (ONLINE RESOURCE)

Smith N. J (2009) Achieving Your Professional Doctorate, Maidenhead: Open University Press

(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:

It is expected that all candidates will attend all scheduled face to face study days, and that they will participate in all elements of the module, be it face to face or online, as part of candidates' engagement with the module.

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	CPD

Moderator	S Day
External Examiner	A Dennis
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
9-13,000 word report which will form the basis for the review event. The report will include review of professional framework and background factors, literature reviewed, methodology, study design, data analysis plan and two/three year plan with clear goals for empirical study and personal/professional development plan.
Assessment 2
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**
Written Assignment	☒	☒	☒	☒	☒	100	

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, ee updated	Mar 25	B Cross