Module Descriptor

Title	Research Design in Education		
Session	2025/26	**Status**	
Code	EDLR11008	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	Amanda Henshall		

Summary of Module

This module will introduce students to the purposes and practice of educational research. Students will become familiar with the ontological and epistemological concepts underpinning research, and with a range of methodologies. Students will be equipped with the knowledge and skills to evaluate published research, through exploring research studies from a range of global perspectives. This module will, in tandem with the module Research and Pedagogy, prepare students to undertake a small-scale research study in an area of education that is relevant to their practice.

The UWS Graduate Attributes that should be developed through the completion of this module are: Critical and analytical thinking

Autonomy and resilience

Effective communication and collaboration

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)	

[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

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 critical knowledge and understanding of the purposes, principles and practice of educational research.
L2	Develop an awareness of the ontological, epistemological and methodological concepts that underpin research and the language that is used to express these concepts
L3	Identify the strengths, weaknesses and limitations of an example of published educational research
L4	Present reasoned arguments and express ideas in a clear, coherent style that adheres to academic conventions and UWS academic writing and referencing guidance, using credible academic sources to support arguments
L5	Demonstrate an ability to critically reflect on the research methods texts from the module reading list used as supporting evidence in the critical review.

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 11** Knowledge and understanding of key concepts, principles and theories relating to educational research. Knowledge and understanding of different approaches to research and their strengths and limitations. Critical awareness of up-to-date published research and other relevant academic literature in relation to a topic of interest.
Practice: Applied Knowledge and Understanding	**SCQF 11** Practise how to apply a range of the principal skills and techniques, which are associated with educational research.
Generic Cognitive skills	**SCQF 11** Critically identify and define problems and issues in education which are suitable for research. Evaluate sources of evidence and the credibility and limitations of those sources.
Communication, ICT and Numeracy Skills	**SCQF 11** Present material in a range of formats to an audience of their peers. Use a range of software to support research practice e.g. accessing and searching academic literature databases.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercise autonomy and initiative in working independently on a range of research related tasks.

	Work effectively with peers in carrying out research related tasks. Take responsibility for accessing and navigating relevant databases and other resources.

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)
Tutorial / Synchronous Support Activity	24
Lecture / Core Content Delivery	12
Independent Study	164
Please select	
Please select	
Please select	
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bell, J. and Waters, S. (2018) Doing Your Research Project: A Guide For First-Time Researchers (7th ed). Maidenhead: Open University Press. Braun, V. and Clarke, V. (2022) Thematic analysis: a practical guide. London: Sage Publications Ltd. Cohen L, Manion L, Morrison K (2018) Research Methods in Education (8th ed) Oxon: Routledge. Denscombe, M. (2017) The Good Research Guide: For Small-scale Social Research Projects (6th ed). Maidenhead: McGraw-Hill Open University Press. Leedy, P.D. and Ormrod, J.E. (2021) Practical Research: Planning and Design (12th ed). Harlow: Pearson.

Burns, D., Howard, J. and Ospina, S.M. eds., (2021) The SAGE handbook of participatory research and inquiry. SAGE. British Educational Research Journal International Journal of Educational Research
(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:** attendance engagement the VLE

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	CPL
Moderator	X Qu
External Examiner	L Pereira
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1

Students will be required to write a critical review of a specified qualitative research study (approximately 2500 words), with an accompanying critical reflection of four research methods texts that they have cited as supporting evidence in their critical review (approximately 1000 words).
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**
Review/ Article/ Critique/ Paper	☒	☒	☒	☒	☒	100	36

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%	36 hours

Change Control

What	**When**	**Who**
Added learning outcome	11/3/25	L Walden
Increased contact hours to 36	11/3/25	L Walden
Specified academic engagement	11/3/25	L Walden