



Module Descriptor

Title	Educational Research		
Session	2025/26	Status	
Code	PGES11002	SCQF Level	11
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	L McAuliffe		
Summary of Module			
<p>The module has been designed to provide students with an opportunity to develop the knowledge, understanding and skills they need to appreciate how educational research is planned and conducted. The module introduces students to key concepts, principles and processes of educational research as a means of preparing them for a small-scale study on a topic of professional interest and of relevance to their programme of study. As such, the module gives students the opportunity to consider the practical application of the concepts, principles and processes to which they are introduced. Central to the module is consideration and analysis of academic journal articles reporting educational research. The purpose of this is to help students understand how the concepts, principles and processes covered in the module can be applied.</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
Terms for Module Delivery	Term 1 <input checked="" type="checkbox"/>	Term 2 <input checked="" type="checkbox"/>	Term 3 <input checked="" type="checkbox"/>	

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

Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
---	-----------------	--------------------------	-----------------	--------------------------	-----------------	--------------------------

Learning Outcomes	
L1	Demonstrate critical awareness of recently published research and other relevant academic literature on a topic of interest and relevance to their programme of study.
L2	Critically analyse, evaluate and synthesise the findings of recently published research and insights from relevant academic literature on a topic of interest and relevance to their programme of study.
L3	Demonstrate critical knowledge and understanding of key principles of educational research.
L4	Apply key principles of educational research to develop a proposal for a small scale research study on a topic of interest and relevance to their programme of study.
L5	Present reasoned arguments and express ideas concisely in a clear, coherent style that follows closely the UWS academic writing and referencing guidance.

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 Key principles of educational research
Practice: Applied Knowledge and Understanding	SCQF 11 Application of key principles of educational research to develop a proposal for a small scale research project.
Generic Cognitive skills	SCQF 11 Critical awareness of recently published research and other relevant academic literature on a topic of interest.
Communication, ICT and Numeracy Skills	SCQF 11 Presentation of reasoned arguments and expression of ideas concisely in a clear, coherent style that follows closely the UWS academic writing and referencing guidance.
Autonomy, Accountability and Working with Others	SCQF 11 Responsibility for completing assigned coursework. Accountability for progress. Engagement with tutor and peers as required during the module.

Prerequisites	Module Code PGES11003 or equivalent	Module Title Critical Issues Across Education or equivalent
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
<p>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.</p> <p>In the distance learning version, coursework is delivered through technology enhanced learning methodologies supported by the University Virtual Learning Environment (VLE). Tutorial support for students is provided through electronic communication.</p> <p>A hybrid version is available for groups of students who undertake the module as part of a full time master's programme or bespoke provision. In this case, some of the coursework will be delivered in face-to-face seminars, and face-to-face tutorial support will be offered in addition to support provided via electronic means.</p> <p>A face-to-face version is also available for groups of students who undertake the module as part of a full time master's programme or bespoke provision. In this case, all coursework will be delivered in face-to-face seminars, and face-to-face tutorial support will be offered.</p> <p>Students will be advised by their programme leader about the version of the module that is available to them in the context of their programme specification.</p>	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	Depends on mode of delivery – details will be provided by the programme leader.
Tutorial / Synchronous Support Activity	Depends on mode of delivery – details will be provided by the programme leader.
Asynchronous Class Activity	Depends on mode of delivery – details will be provided by the programme leader.
Independent Study	Depends on mode of delivery – details will be provided by the programme leader.
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.

Cohen L, Manion L, Morrison K (2018) Research Methods in Education (8th ed) Oxon: Routledge.

Denscombe, M. (2021) The Good Research Guide: For Small-scale Social Research Projects (7th ed). Maidenhead: McGraw-Hill Open University Press.

Harreveld, B., Danaher, M., Lawson, C., Knight, B.A., Busch, G. (Eds.) (2016) Constructing Methodology for Qualitative Research: Researching Education and Social Practices. London: Palgrave Macmillan.

Gerson, K. and Damaske, S. (2021) The Science and Art of Interviewing. New York, N.Y.: Oxford University Press.

Leedy, P. D. and Ormrod, J. E. (2021) Practical Research: Planning and Design (12th ed). Harlow: Pearson.

Newby, P (2014). Research Methods for Education (2nd ed). Oxon: Routledge.

(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 the context of this module, students are academically engaged if they participate in timetabled sessions, engage with the recommended learning resources including those in the library and on the relevant learning platform, complete assessments and submit these on time. Programme leaders will provide further details.

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 Specification, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using the VLE, learning materials are presented electronically in formats that allow flexible access and manipulation of content. 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
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	J Chinnasamy
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

A research proposal (3,500 words) based on a topic of each student's choice in the context of their programme of study. An opportunity for formative submission of the draft research proposal will be provided for the purpose of feedback and further guidance.

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
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	100	

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	Depending on mode of delivery, the programme leader will advise on timetabled contact hours

Change Control

What	When	Who