



## Module Descriptor

Title	Practitioner-based Research and Enquiry		
Session	2025/26	Status	
Code	BAEL09001	SCQF Level	
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Connelly		
<b>Summary of Module</b>			
<p>This module will provide students with opportunities to develop skills needed to undertake practitioner-based enquiry at a strategic level within childhood services.</p> <p>Students will develop necessary knowledge and skills to identify aspects of practice within their workplace/settings that might be enhanced, investigate current research, evidence-informed practices and practice developments in their field, and apply their understandings to propose further strategies to influence improvements in their own practice.</p> <p>The module will increase students’ awareness of the value of enquiry and research in the workplace, and improve their confidence in producing, managing and interpreting qualitative and quantitative research.</p> <p>Students will be introduced to ethical principles in practitioner-based research (informed by SERA and BERA) and will apply their knowledge to create an enquiry-based research proposal. Through their review of existing research projects in the field, students will be able to create a manageable project that will generate quality and rigour in research design. Dissemination processes will be emphasised as a crucial part of the research process and critiqued as an ethical concern for practitioner-based inquiry.</p> <p>Group/ individual tasks will introduce students to practitioner-based research, before outlining key tools of enquiry used in quantitative and qualitative designs. Assessment tasks will be relevant to workplace requirements, supporting student choice, and enabling them to enhance their employability prospects in line with UWS Graduate Attributes.</p> <p>The module enables the students to develop the following UWS Graduate Attributes:</p> <p>Critical Thinker</p> <p>Inquiring</p> <p>Ethically-minded</p> <p>Research-minded</p> <p>Digitally-literate</p> <p>Knowledgeable</p> <p>Driven</p> <p>Autonomous</p> <p>The module contributes towards the following UN Sustainable Goals:</p>			

4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>	<b>Online<sup>3</sup></b> <input checked="" type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

Learning Outcomes	
<b>L1</b>	Demonstrate an awareness and understanding of the role and function of practitioner-based inquiry and evidence-informed practice in early learning and childcare practice.
<b>L2</b>	Critically analyse key research methods and tools of analysis underpinning qualitative and quantitative practitioner research design in current Early Learning and Childcare (ELC) and Out-of-School Care (OSC) practice.
<b>L3</b>	Apply their understanding of the steps involved in preparing an ELC and OSC research project to conduct a literature review and create a cogent research proposal on a topic of interest that is directly relevant to their workplace or setting.
<b>L4</b>	Demonstrate an understanding of the principles of ethical research and enquiry by planning an appropriate dissemination strategy.
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> <ul style="list-style-type: none"> <li>• A critical understanding of a range of the principles, principal theories, concepts and terminology associated with practitioner-based research and evidence-informed practice in ELC and OSC.</li> <li>• Knowledge of ELC and OSC research that is informed by forefront developments</li> </ul>
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> <ul style="list-style-type: none"> <li>• In using a range of the principal professional skills, techniques, practices and/or materials associated with the ELC and OSC practitioner-based research and evidence-informed practice.</li> <li>• In practising routine methods of enquiry and/or research.</li> <li>• To practise in a range of professional level contexts that include a degree of unpredictability.</li> </ul>
<b>Generic Cognitive skills</b>	<b>SCQF 9</b> <ul style="list-style-type: none"> <li>• Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in a ELC and OSC practitioner-based research and evidence-informed practice.</li> <li>• Identify and analyse routine professional problems and issues.</li> <li>• Draw on a range of sources in making judgements</li> </ul>
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> <ul style="list-style-type: none"> <li>• Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a practitioner-based research and evidence-informed practice context.</li> <li>• Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences.</li> <li>• Use a range of ICT applications to support and enhance work.</li> <li>• Interpret, use and evaluate numerical and graphical data to achieve goals/targets</li> </ul>
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> <ul style="list-style-type: none"> <li>• Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector.</li> <li>• Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.</li> </ul>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>
<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>Learning Activities</p>

This module will provide a variety of responsive learning and teaching methods that are applicable to work-based learning at SCQF Level 9. The pedagogy involves teaching the ‘why’ and the ‘how’ of early learning and childcare enquiry and practitioner-based research, i.e. students will develop their knowledge of practitioner enquiry and research methods, and will also be apply to apply this knowledge to critically analyse research tools and create a research proposal for practitioner-based research.

A balance of individual and group activities in-class will enable students to learn independently and collaboratively. Preparation tasks/readings will help students to contextualise lectures, and follow-up group workshops and tutorials will allow them to consolidate their learning each week.

Learning and teaching will take place in a semi-structured format, guiding students from an introduction to practitioner-based enquiry, research and ethics, followed by sessions that allow them to analyse the differences between qualitative and quantitative research, and sessions that enable them to interpret different research writings (including journal articles alongside magazine articles, charity and Government publications). The remaining sessions will focus on developing students’ skills formulating cogent research questions and research designs by introducing them to a variety of research tools that they can critique in relation to a research concern or work-place issue of their choice.

The learning and teaching on this module complement the assessment strategy, which is well-matched to individual and work-place needs.

<b>Learning Activities</b>	<b>Student Learning Hours</b>
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	36
Work-based Learning	100
Independent Study	64
Please select	
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

#### **Indicative Resources**

**The following materials form essential underpinning for the module content and ultimately for the learning outcomes:**

Robert-Holmes, G. (2018). Doing Your Early Years Research Project: A Step by Step Guide 4th edition. London: Sage.

Bolshaw, P. and Josephidou, J. (2019). Introducing Research in Early Childhood. London: Sage.

Menter, I., et al. (2011) A guide to practitioner research in education. London: Sage.

Mukherji, P. and Albon, D. (2018) Research Methods in Early Education: an Introductory Guide. 3rd edn. London: SAGE.

Thomas, G. (2023) How to Do Your Research Project: A Guide for Students, 4th edn. 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:**

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All fulltime students 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.

### 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](#).**

In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and 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

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>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.</b>
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	S. Bone-Henderson
<b>External Examiner</b>	M. Mckenzie
<b>Accreditation Details</b>	

<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	2

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Part 1 (20%) involves students working in groups to select an issue or focus for practitioner-based research and evaluating existing evidence supporting different perspectives.
<b>Assessment 2</b>
Part 2 (80%) is a 2000-word ethical proposal for a practitioner-based research project of their choice, which may involve enquiry within their setting/workplace such as devising a strategy for taking forward an aspect of their setting improvement plan.
<b>Assessment 3</b>
(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.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	20%	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Ethical proposal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80%	

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

#### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter

Guidance Note 23-24 provided	12/12/23	D Taylor
General houskeeping to text across sections.	12/12/23	D Taylor
Module descriptor annual update; update to include reference to SDGs and Graduate Attributes; change of External Examiner.	March 2025	A Connelly