



## Module Descriptor

<b>Title</b>	Proposing Research		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	CHSS09xxx	<b>SCQF Level</b>	9
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	S. Henderson-Bones		

### Summary of Module

This module is designed to provide an introduction to qualitative research methods in education, with a focus on practitioner research. The module discusses aspects of practice strongly related to practitioner research, which apply methods of action research and rely on evidence-based practice and research-based information. Students will critically examine practice-based experience and discuss the influence of research on the sector and wider society. Students get to know research tools commonly used in qualitative research:

- Focus groups/Interviews
- Questionnaires
- Observations/creative methods

The methods are critically investigated and applied to the workplace context. Students will have the opportunity to explore the methods and reflect on ethical considerations, context and relevance of a method and their own positionality. Specific focus will be on ethical considerations around research with colleagues, children and parents. Throughout the module, students will be encouraged to reflect on their own research idea, consider the presented research tools and develop a visual representation to address the suitability for their project.

The module enables the students to develop the following UWS graduate attributes:

‘critical thinker’, ‘analytical’, ‘inquiring’, ‘ethically-minded’ and ‘research-minded’, with opportunities to develop digital literacy, autonomy, innovation and creativity through effective communication.

The module contributes towards the following UN sustainable goals:

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 checked="" type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>		
<b>Campuses for Module Delivery</b>	<input checked="" type="checkbox"/> Ayr <input checked="" type="checkbox"/> Dumfries		<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input 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 checked="" type="checkbox"/>	Term 3	<input checked="" 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 qualitative research in education
<b>L2</b>	Critically analyse key research methods and tools and demonstrate autonomy and initiative when presenting an appropriate tool for a sector-based research question.
<b>L3</b>	Demonstrate an understanding of the principles of ethical research and enquiry by discussing the impact on colleagues, parents and children.
<b>L4</b>	
<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>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 9</b> critically understanding a range of the principles, theories, concepts and terminology associated with qualitative research and research-informed practice in education.s
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 9</b> testing a range of research tools in a safe environment, encouraging peer feedback and discussion
<b>Generic Cognitive skills</b>	<b>SCQF 9</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

	identifying and analysing routine professional problems and issues; drawing on a range of sources in making evidence-based judgements
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 9</b> presenting information on sector relevant topics in a variety of modes to peer audiences; using a range of ICT applications to support and enhance work; interpreting, using and evaluating numerical and graphical data to achieve goals/targets
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 9</b> Taking responsibility for presenting own work and work of others in appropriate manner;  dealing with ethical and professional issues in accordance with current professional and ethical codes and practices.

<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>Use of VLE, Interactive Whiteboards, online tutor/student-led discussions, and individual and group tasks. Lectures, tutorials, student-led seminars, group work, role-play, presentations, workshops, and problem-based learning will be used to develop student learning. Formative and summative assessments will be used including such instruments as in-class debate and oral presentations, alongside the summative assessment.</p> <p>Student handbooks, and other detailed material made available to students, will give more specific 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>	
<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	18
Laboratory / Practical Demonstration / Workshop	18
Personal Development Plan	35
Independent Study	129
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:**

Bolshaw, P. and Josephidou, J. (2018, 2019) *Introducing Research in Early Childhood*. London: Sage.

Groundwater-Smith, S., Docket, S. & Bottrell, D. (2015) *Participatory Research with Children and Young People*. London: Sage.

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

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

## 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. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

**(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 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.
<b>School Assessment Board</b>	Early Years
<b>Moderator</b>	C. Gollek
<b>External Examiner</b>	C. Counihan
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Changes / Version Number</b>	

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
<p>Poster presentation of the suitability of research methods for a selected research project, highlighting the most suitable research tool (poster/other visual methods). Critical discussion, focusing on appropriate theory, current research and policy.</p> <p>Students will also have the option of presenting the suitability of research methods for a selected research project via an ethics form visual demonstration, to support their progression to Level 10 Honours Dissertation.</p>
<b>Assessment 2</b>
<b>Assessment 3</b>
<p>(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.</p> <p>(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.)</p>

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Demonstrations/poster presentations/exhibitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	3

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"/>		
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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%	3 hours

### Change Control

What	When	Who
New Module for Childhood Studies	12.03.25	S HENDERSON-BONE