Module Descriptor

Title	Initiating Research		
Session	2026/27	**Status**	
Code	CHSS09010	**SCQF Level**	SCQF 9
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Science**		
Module Co-ordinator	TBC		

Summary of Module

You will explore how research contributes to improving practice, shaping policy, and generating meaningful insights within education, social care, youth work and community contexts. Through examining real workplace examples, you will consider how research influences professional decision making and wider societal understanding. A range of qualitative tools commonly used in practitioner and applied research will be introduced, including interviews, focus groups, observations, creative and participatory methods, and small-scale questionnaires. You will critically evaluate these approaches, explore their relevance in different professional contexts, and reflect on your own positionality as a researcher. Ethical considerations, including research with colleagues, children, young people and parents, are embedded throughout the module. You will engage with issues of consent, power, confidentiality, voice, and responsibility, developing a strong foundation for conducting ethically sound and suitable research.

On successful completion of the module, you will have explored and compared multiple qualitative approaches, reflected on the suitability of methods for your emerging research interests, and developed an initial visual plan to support your transition into undertaking research in the field based on your professional aspirations.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

[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

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	Demonstrate an awareness and understanding of the role and function of qualitative research in Childhood Studies.
L2	Demonstrate the foundations for developing research design.
L3	Critically analyse key research methods and tools and demonstrate autonomy and initiative when presenting an appropriate tool for a sector-based research question(s).
L4	Demonstrate an understanding of the principles of ethical research and enquiry by discussing the impact on colleagues, parents and children.
L5	

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 9** Reflect upon a range of interdisciplinary philosophical perspectives and consider how these underpin varying professional practices.
Practice: Applied Knowledge and Understanding	**SCQF 9** Practising routine methods of enquiry and/or research.
Generic Cognitive skills	**SCQF 9** Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in a subject/discipline/sector.
Communication, ICT and Numeracy Skills	**SCQF 9** Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences.
Autonomy, Accountability and Working with Others	**SCQF 9** Independently design a research project with appropriate supervision, evidencing a high degree of competence and reflexive engagement with its theoretical, practical and methodological implications and limitations.

Prerequisites	**Module Code**	**Module Title**
	Other	

Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 30-credit module includes 300 learning hours, normally including 48-60 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	18
Tutorial / Synchronous Support Activity	18
Personal Development Planning	35
Independent Study	229
Please select	
Please select	
TOTAL	300 Hours

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Bolshaw, P. and Josephidou, J. (2019) *Introducing Research in Early Childhood*. Sage. Bryman, A., Bell, E., Harley, B. and Bryman, A. (2026) *Bryman's Social Research Methods*. 7th edn. Oxford University Press. Braun, V. and Clarke, V. (2021) *Thematic analysis: a practical guide*. Sage Publications Ltd. Denzin, N.K. and Lincoln, Y.S. (eds.) (2018) *The SAGE Handbook of Qualitative Research*. 5th edn. Sage. Groundwater-Smith, S., Docket, S. and Bottrell, D. (2015) *Participatory Research with Children and Young People*. Sage. Robert-Holmes, G. (2018). *Doing Your Early Years Research Project: A Step by Step Guide*. 4th edn. 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:
In line with the Student Attendance and Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on VLE, and complete assessments and submit these on time.

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 Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using VLE, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). 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	☐ **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	Early Years
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Poster Presentation
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**
Poster presentation	☒	☒	☒	☒	☐	100%	3 hrs

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%	3 hours

Change Control

What	**When**	**Who**
New module	February 2026	Julie Ovington