



Module Descriptor

Title	Practitioner Enquiry: Early Years		
Session	2025/26	Status	
Code	EDUC09028	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	S HENDERSON-BONE		
Summary of Module			
<p>Underpinned by SDG4, 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:</p> <ul style="list-style-type: none">• Focus groups/Interviews• Questionnaires• Observations/creative methods <p>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.</p> <p>Regarding UWS Graduate Attributes, this module particularly aligns with ‘critical thinker’, ‘analytical’, ‘inquiring’, ‘ethically-minded’ and ‘research-minded’, with opportunities to develop digital literacy, autonomy, innovation and creativity through effective communication.</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input checked="" type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) College partners		
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>
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 an awareness and understanding of the role and function of qualitative research in education.
L2	Critically analyse key research methods and tools and demonstrate autonomy and initiative when presenting an appropriate tool for a sector-based research question.
L3	Demonstrate an understanding of the principles of ethical research and enquiry by discussing the impact on colleagues, parents and children.
L4	
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 critically understanding a range of the principles, theories, concepts and terminology associated with qualitative research and research-informed practice in education.s
Practice: Applied Knowledge and Understanding	SCQF 9 testing a range of research tools in a safe environment, encouraging peer feedback and discussion
Generic Cognitive skills	SCQF 9 identifying and analysing routine professional problems and issues; drawing on a range of sources in making evidence-based judgements

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

Communication, ICT and Numeracy Skills	SCQF 9 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
Autonomy, Accountability and Working with Others	SCQF 9 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.

Prerequisites	Module Code	Module Title
	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>The module handbook, online tasks/discussions and supporting materials will be posted on the VLE. These will provide 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 for their independent study. A balance of individual and group activities in-class will enable students to learn independently and collaboratively. Preparation tasks/readings to be undertaken at home will help students to contextualise lectures. Follow-up group workshops and tutorials will allow them to consolidate their learning each week. Learning and teaching will guide students from an introduction to qualitative research to exploring a variety of research methods, with a focus on application to the education sector. The sessions will support students to analyse the presented ideas from a critical perspective and apply them to their own idea of a research project.</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	36
Work-based Learning	35
Independent Study	129
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:

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:

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:

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: All full-time 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 available at the following link: <https://www.uws.ac.uk/current-students/supporting-your-studies/your-rights-responsibilities/>

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)

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	Early years
Moderator	C Gollek
External Examiner	Cr Counihan
Accreditation Details	Approval required by SSSC
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
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.
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
Demonstrations/poster presentations/exhibitions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	0

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%	0 hours

Change Control

What	When	Who
General housekeeping to text across sections, transfer to new template with new drop-downs, mention of SDG/ Graduate Attributes.	12.03.25	S HENDERSON-BONE