

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Practitioner Enquiry: Early Years			
Code: EDUC09058	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education		
Module Co-ordinator:	C Gollek		
Summary of Module			
<p>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>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery

The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	x

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input checked="" type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
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	Click or tap here to enter text.
L5	Click or tap here to enter text.

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 Level 9 critically understanding a range of the principles, theories, concepts and terminology associated with qualitative research and research-informed practice in education.
Practice: Applied Knowledge and Understanding	SCQF Level 9 testing a range of research tools in a safe environment, encouraging peer feedback and discussion
Generic Cognitive skills	SCQF Level 9

	identifying and analysing routine professional problems and issues; drawing on a range of sources in making evidence-based judgements	
Communication, ICT and Numeracy Skills	SCQF Level 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 Level 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	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
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>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 During completion of this module, the learning activities	Student Learning Hours (Normally totalling 200 hours):

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/Placement	35
Independent Study	129
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	200 Hours Total
**Indicative Resources: (eg. Core text, journals, internet access)	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Bolshaw, P. and Josephidou, J. (2019) <i>Introducing Research in Early Childhood</i>. London: Sage.</p> <p>Groundwater-Smith, S., Docket, S. & Bottrell, D. (2015) <i>Participatory Research with Children and Young People</i>. London: Sage.</p> <p>Robert-Holmes, G. (2018). <i>Doing Your Early Years Research Project: A Step by Step Guide</i> 4th edition. London: Sage.</p> <p>Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.</p> <p>Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.</p>	
(**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:

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: 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: <https://www.uws.ac.uk/current-students/supporting-your-studies/your-rightsresponsibilities/regulatory-framework/>

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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Childhood Studies/Practice
Moderator	S Henderson-Bone
External Examiner	C Counihan
Accreditation Details	Contact School for current details

Changes/Version Number	1.01
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Assessment: (also refer to Assessment Outcomes Grids below)
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 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 – Free Text
Assessment 3 – Free Text
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Demonstrations/poster presentations/exhibitions	x	x	x			100	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor
Transfer of previous version to template following cyber incident	08/02/24	S Henderson-Bone

Version Number: MD Template 1 (2023-24)

