Module Descriptor

Title	Critical Inquiry		
Session	2026/27	**Status**	Approved
Code	BACE10008	**SCQF Level**	10
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	V Barnett-Simpson		

Summary of Module

The purpose of this module is to develop professional attributes, knowledge, understanding and skills associated with practitioner research projects. Students will analyse the merits of research informed practice whilst showing an understanding of the ethics based process. They will gain an understanding of the purpose, justification and rationale of compiling a research inquiry. They will engage with research methods literature to afford the opportunity of contextualising practitioner research within a wider research narrative about methodologies, knowledge claims, methods for gathering data, ethics and reporting findings. This will be complemented by an engagement with literature review that will relate to the individual research topics chosen by each student. The module will feature an engagement with University Ethics approval and serves both as an education about research methods and as preparation for the final dissertation.

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

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)

[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

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	Critically analyse key research methods and tools and demonstrate autonomy and initiative when presenting an appropriate tool for a sector-based research question
L2	Demonstrate an awareness and understanding of the role and function of qualitative research in community education
L3	Identify a community education research project, articulate research questions and formulate a research proposal
L4	Synthesise an approach to implementing an ethical research project which includes articulation of epistemology, ontology, methodology, approaches to gathering data and initial literature review for the topic
L5	Critically analyse and synthesise practitioner research within the wider field of social and educational research methodologies, demonstrating a critical understanding of methodological frameworks, epistemological perspectives, and their application to complex practice contexts.

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 10** 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 10** testing a range of research tools in a safe environment, encouraging peer feedback and discussion
Generic Cognitive skills	**SCQF 10** 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 10** 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 10** 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	
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.	
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	36
Independent Study	164
Please select	
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:

Aveyard, H. (2010) Doing a literature review in health and social care: a practical guide. 2nd ed. Maidenhead: McGraw-Hill Open University Press

Blaxter, L, Hughes, C. & Tight, M. (2010) How to research. 4th ed. Maidenhead: Open University Press.

Creswell, J. W. (2014) Research design: qualitative, quantitative, and mixed methods approaches. (4th Ed). London: SAGE Research Methods), London: Sage.

Goodson, L and Phillmore, J. (2012) Community Research for Participation: From Theory to Method, Bristol: Policy Press.

Karnilowicz, W., Ali, L., & Philmore, J. (2014) Community research within a social constructionist epistemology: implications for 'Scientific Rigour', Community Development, 45:4, pp. 353-367

McIntyre, A. (2007) Participatory Action Research (Qualitative London: Sage.

Philmore, J & Goodson, L. (2012) Community Research for Participation: From Theory to Method, Bristol: Policy Press.

Scotland, J. (2012) Exploring the Philosophical Underpinnings of Research: Relating Ontology and Epistemology to the Methodology and Methods of the Scientific, Interpretive, and Critical Research Paradigms, English Language Teaching, Vol 5, No 9

Stoecker, R. (2013) Research Methods for Community Change: A Project-Based Approach London: Sage.

Wilson, E., Kenny, A.,& Dickson-Swift, V. (2017) Ethical Challenges in Community-Based Participatory Research: A Scoping Review Qualitative Health Research 1-11, 2017.

(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:** 80% Academic Attendance

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.
(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	Community Education
Moderator	J Hopkin
External Examiner	TBC
Accreditation Details	CLD Standards Council for Scotland
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Presentation of Ethical Research Proposal - With Notes (3000 Words)

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**
Presentation of Ethical Research Proposal - With Notes (3000 Words)	☒	☒	☒	☒	☒	100	10

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%	10 hours

Change Control

What	**When**	**Who**
New Module	2026	J Hopkin