

Module specification

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Module Code	EDY509
Module Title	Research Methods
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100463
Cost Code	GAEC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional/Standalone
BA Hons Childhood & Adolescent Studies Programme Design	Core

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support hours	0 hrs
Supervised learning hours e.g. practical classes, workshops	0 hrs
Project supervision hours	0 hrs
Active learning and teaching hours total	30 hrs
Placement hours	0 hrs
Guided independent study hours	170 hrs
Module duration (Total hours)	200 hrs

Module aims

- To develop a critical understanding of the philosophical underpinnings of educational and social research (Paradigms).
- To enable students to evaluate the strengths and weaknesses of various qualitative and quantitative research methodologies.
- To ensure a robust understanding of research ethics and the process of securing ethical approval.
- To provide students with the skills to design a coherent research proposal that addresses a specific professional problem.

Module Learning Outcomes

At the end of this module, students will be able to:

1	Evaluate the different research paradigms (e.g., Positivism, Interpretivism) and their influence on the research process.
2	Critically analyse the ethical implications of a proposed research project within a professional context.
3	Justify the selection of specific research methods (e.g., interviews, surveys, case studies) in relation to a defined research question.
4	Formulate a coherent research proposal, demonstrating an ability to align methodology with theoretical frameworks.

Assessment

Indicative Assessment Tasks:

This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Assessment 1: Written Methodological Proposal and Professional Discussion

Students will produce a written methodological proposal, followed by a professional discussion of 20–30 minutes based on their proposal. The written element provides an opportunity to evaluate research paradigms and justify methodological choices in depth, while the professional discussion allows the assessor to explore the student's critical understanding further.

The proposal must include:

- Rationale: Why is this research needed?
- Literature: What do we already know?
- Methodology: How will you do it and why?
- Ethics: What are the risks and how will you manage them?

To pass the module, they must also submit a completed draft of the University Ethics Form. This ensures that the "procedural" hurdle of ethical clearance is cleared before they enter their final year.

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1, 2, 3, 4	Written Methodological Proposal and Professional Discussion	2000 words & 20–30 min discussion	100% (Ethics form is a compulsory pass)	

Derogations

N/A

Learning and Teaching Strategies

The module is taught through a combination of research seminars, practical workshops, and one-to-one project supervision. An active learning approach will be used to engage learners in advanced research methodologies and ethics, involving individual critical reflection and collaborative research design activities. The Moodle VLE and other online resources will be available to support the extensive independent research required. The approach aligns with the university's Active Learning Framework (ALF) to provide flexible and accessible support for the independent project.

In line with ALF, this module is "enquiry-based." Students will participate in a methodology workshop where they will debate different methods and form an "Ethics Committees" (where they peer-review each other's ethical considerations). The VLE will be used to host a "Research Toolkit" containing templates for consent forms and participant information sheets.

Welsh Elements

This module is delivered in accordance with the Active Offer principle, ensuring that the Welsh language and culture are visible and embedded throughout the learning experience. Where applicable, content is deeply rooted in the Welsh context, critically evaluating policies such as the Curriculum for Wales and the ALN Act alongside international perspectives. Bilingualism is normalised within lectures through the use of bilingual learning materials, including slide titles and subheadings. Assessment briefs are provided bilingually, and students with fluency or confidence in the language are actively encouraged to submit coursework and presentations in Welsh. All Welsh-medium submissions are marked by fluent staff with feedback provided in Welsh. Additionally, personal tutorials and pastoral support are available through the medium of Welsh with fluent staff members.

Indicative Syllabus Outline

Philosophical Underpinnings: Introduction to Epistemology, Ontology, and Research Paradigms.

Qualitative vs. Quantitative: Understanding the data divide.

Research Design: Case studies, Action Research, and Ethnography.

The Toolbox: Interviews, focus groups, questionnaires, and observation.

Ethics: Research Governance and Ethics: Navigating institutional approval, informed consent, and data protection (GDPR) in professional settings.

Literature Searching: Advanced techniques for systematic reviews.

Research Communication: Effectively articulating research design, rationale, and ethical considerations.

Indicative Bibliography

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads:

Bell, J. and Waters, S. (2022), *Doing Your Research Project*. 8th ed. London: Open University Press.

Cohen, L., Manion, L. and Morrison, K. (2018), *Research Methods in Education*. 8th ed. Oxon: Routledge.

Other indicative reading:

Creswell, J.W. and Creswell, J.D. (2023), *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 6th ed. London: Sage.

Braun, V. and Clarke, V. (2022), *Thematic Analysis: A Practical Guide*. London: Sage.

Administrative Information

For office use only	
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