

# Prifysgol Wreccsam Wrexham University

## Module specification

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Module Code	EDY502
Module Title	Practice Informed Research
Level	5
Credit value	60
Faculty	FSLS
HECoS Code	100459
Cost Code	GAEC

## Programmes in which module to be offered

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Programme title	Is the module core or option for this programme
BA (Hons) Education Studies	Core
BA (Hons) Early Childhood Studies	Core

## Pre-requisites

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None

## Breakdown of module hours

Learning and teaching hours	45 hrs
Placement tutor support	2 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total active learning and teaching hours</b>	<b>47 hrs</b>
Placement / work based learning	168 hrs
Guided independent study	385 hrs
<b>Module duration (total hours)</b>	<b>600 hrs</b>

<b>For office use only</b>	
Initial approval date	21/8/23
With effect from date	1/9/25
Date and details of revision	
Version number	1

## Module aims

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This module aims to introduce students to the purpose and application of practice informed research. This will include a critical examination of the research tools commonly used to undertake research and a thorough knowledge of research ethics. Students will be required to undertake a work based placement during which they will explore the role of practice informed research, choose a research topic, engage with the process of obtaining ethical approval and collect their research data using primary research tools.

## Module Learning Outcomes - at the end of this module, students will be able to:

1	Demonstrate the commitment required to attend a place of work
2	Explore the paradigms and positioning of research within the social sciences and education in particular.
3	Develop a critical understanding of the role of practice informed research.
4	Identify an area of practice which may require investigation and situate the choice of topic in relation to contemporary childhood and research.
5	Demonstrate an understanding of research ethics and gain ethical approval to collect primary data, to include the procedures to gain informed consent.
6	Justify choice of and construct the research tools required to undertake practice informed research and engage in primary data collection.
7	Critically reflect on the research process undertaken to collect primary data within a setting.

## Assessment

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Indicative Assessment Tasks:

### 1. Written Assignment (1,500 words)

Students should write an essay to demonstrate an understanding of the position of research in the social sciences and the purpose of practice informed research.

### 2. Research proposal (nominal 6,000 words)

Students should construct a research proposal containing key information and documents pertaining to the research process.

### 3. Viva -15 minutes

Students are asked to critically reflect on the research process they have engaged in.

4. Attendance: Students are required to complete 168 hours of placement. This will be recorded by the placement and submitted as part of the portfolio. (NB placement is seen as a significant and meaningful learning opportunity and this module will be failed if students do not complete a minimum of 80% of the required 168hrs which is 134 hours.)

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 number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	2,3	Written Assignment	20%
2	4,5,6	Coursework	60%
3	7	Oral Assessment	20%
4	1	Attendance	Pass/Fail

## Derogations

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Students are required to meet the specified attendance hours requirement of L5 Practice Informed Research module (60 credits), in order to progress to the next block (part-time) or level (full-time) of their studies. If a student requires a further attempt at the attendance element, they will be required to repeat the relevant year of study in order to achieve the required number of placement hours.

## Learning and Teaching Strategies

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The learning and teaching strategy for this module is grounded in the University's commitment to an Active Learning Framework (ALF) so that learning will be both accessible and active and include opportunities for both synchronous and asynchronous learning.

This module is designed for both blended (classroom/online) and online only delivery.

Full-time students will experience this module as a blend of classroom and asynchronous online delivery. Classroom learning and activity will be complimented by online materials to further engage and extend student learning.

Part-time students will experience this module as a blend (as described above) or as a combination of synchronous and asynchronous online delivery.

Students will be required to meet interim deadlines at key points within the research portfolio where they will receive formative feedback (and ethical guidance) from their research

supervisor. Students are required to complete and gain ethical approval before collecting research data within their placement setting.

Students on this module will also engage in a 8 week (168 hr) work-based placement. Students have an opportunity to undertake placement in a Welsh first language setting.

## **Indicative Syllabus Outline**

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This module will explore:

Research in the social sciences (paradigms, ethnography, ontology, qualitative, quantitative)

The relevance of research to childhood and education

The purpose and design of practice informed research

Research Ethics (including completing an ethical approval form)

Qualitative Research Tools – interview, focus groups, observations

Creative research approaches with children

Research diary

Writing a research proposal to include a rationale for chosen topic, overview of ethical considerations, participants, justification for research tools, annotated bibliography and research tools/permission letters

Linking to literature

## **Indicative Bibliography:**

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

Burton, N., Brundrett, M. and Jones, M. (2014), *Doing your Education Research Project*. 2<sup>nd</sup> ed. London: Sage

### **Other indicative reading**

Costely, C., Elliot, G. and Gibbs, P. (2010), *Doing Work Based Research*. London: Sage

Gray, D. E. (2014), *Doing Research in the Real World*. 3<sup>rd</sup> ed. London: Sage

Punch, K. and Oancea, A. (2014), *Introduction to Research Methods in Education*. 2<sup>nd</sup> ed. London: Sage

Thomas, G. (2017), *How to do your Research Project*. 3<sup>rd</sup> ed. London: Sage

## **Employability – the University Skills Framework**

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Each module and programme is designed to cover core Graduate attributes with the aim that each Graduate will leave the University having achieved key employability skills as part of their study. The following attributes will be covered within this module either through the content or as part of the assessment. The programme is designed to cover all attributes and each module may cover different areas.

### **Core Attributes**

Engaged  
Ethical

### **Key Attitudes**

Commitment  
Curiosity  
Resilience  
Confidence  
Adaptability

### **Practical Skillsets**

Digital Fluency  
Organisation