

<b>Module Title:</b>	Social Research Dissertation
<b>Language of Instruction:</b>	English
<b>Credits:</b>	10
<b>NFQ Level:</b>	8
<b>Module Delivered In</b>	No Programmes
<b>Teaching &amp; Learning Strategies:</b>	The learning outcomes detailed above will be achieved through the following teaching methodologies: • Lectures - communication of knowledge and ideas from the lecturer to the student. • Problem Solving Exercises/Case Studies – students will work as part of a team and will work together to discuss and evaluate scenarios related to lecture content. • Class Discussion/Debate - Students will be encouraged to actively participate in the class sessions which will develop their analytical and communication skills. • E-Learning – It is envisaged that the module will be supported with on-line learning materials including discussion boards, blogs. • Self-Directed Independent Learning – the emphasis on independent learning will develop a strong and autonomous work and learning practices.
<b>Module Aim:</b>	The aim of this module is equip students with the knowledge and skills to carry out an ethical piece of research in a social care setting
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Demonstrate a professional approach and ethical responsibility regarding research in social care.
LO2	Justify their choice of research methodology and give consideration to ethical issues throughout the research process.
LO3	Explore the use of ICT as a research tool
LO4	Write a critically focused literature review and identify the main topic areas for their literature review
LO5	Present their research proposal and show evidence of collaborative learning
LO6	Produce an academic thesis to a professional standard
LO7	Express the relevance and significance of the outcomes/conclusions of the research project
<b>Pre-requisite learning</b>	
<b>Module Recommendations</b> <i>This is prior learning (or a practical skill) that is recommended before enrolment in this module.</i>	
No recommendations listed	
<b>Incompatible Modules</b> <i>These are modules which have learning outcomes that are too similar to the learning outcomes of this module.</i>	
No incompatible modules listed	
<b>Co-requisite Modules</b>	
No Co-requisite modules listed	
<b>Requirements</b> <i>This is prior learning (or a practical skill) that is mandatory before enrolment in this module is allowed.</i>	
No requirements listed	

## Module Content & Assessment

### Indicative Content

#### Ethical research issues

- Rights of participants, consent, power. • Conducting ethical research.

#### Preparing a Research Question

- Epistemology, Philosophy of scientific inquiry • Methodology - Examine examples of Qualitative, Quantitative, Mixed Methods, and Participatory Action Research. • Debate the main aspects of quantitative/qualitative/mixed methods and participatory action research methodology in Social Care. • Explore bias in research. • Social uses of research — role in decision-making • Writing research questions • Role of literature review • Choice of methodology • Collecting and analyzing data • Examining some examples of research in Social Care

#### My role in research

- My theoretical position in relation to research with human beings • Reflection on own role in research in social care. • Relationships with colleagues and participants. • Use of ICT as a research tool • Using a blog to record reflective learning journal. • Contributing to collaborative learning through discussion boards on Blackboard. • Participating in Asynchronous Learning Networks. • Using library and internet databases for research and literature review. • Make contact with a community group to explore their needs. • Teaching/sharing ICT skills with other students: Collaborative learning

#### Academic Thesis Writing:

- Preparing and writing a coherent dissertation including: • Title/Abstract (10%) • Introduction: Context Research Question Objectives (15%) • Literature Review (15%) • Ethical issues (5%) • Methodology (10%) • Method (5%) • Results (10%) • Discussion (15%) • Conclusion (15%)

#### Section 5: Poster Presentation

- Collaborate with colleagues and local community to present research findings at a local symposium. • Making poster presentations • What makes a good poster presentation

Assessment Breakdown	%
Continuous Assessment	5.00%
Project	75.00%
Practical	20.00%

Continuous Assessment				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Other	Research proposal presented to peers	1,2,4,5	5.00	n/a

Project				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	Research dissertation (8000- 10,000 words)	1,2,3,4,5,6,7	75.00	n/a

Practical				
Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Practical/Skills Evaluation	Poster Presentation of research at symposium	1,2,3,4,5,6,7	20.00	n/a

No End of Module Formal Examination

SETU Carlow Campus reserves the right to alter the nature and timings of assessment

**Module Workload**

<b>Workload: Full Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	30 Weeks per Stage	0.67
Practicals	30 Weeks per Stage	0.33
Estimated Learner Hours	30 Weeks per Stage	5.67
Total Hours		200.00

  

<b>Workload: Part Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	0.50
Total Hours		0.50

