

<b>Module Title:</b>	Social Research Studies
<b>Language of Instruction:</b>	English
<b>Credits:</b>	5
<b>NFQ Level:</b>	7
<b>Module Delivered In</b>	No Programmes
<b>Teaching &amp; Learning Strategies:</b>	This module will use lectures, problem based learning, discussion, case studies, problem-solving exercises, work-based learning, readings, the framework of placement where appropriate, and dvd
<b>Module Aim:</b>	<ul style="list-style-type: none"> <li>• Refresh the students' knowledge of the basic fundamentals of research, and provide a more in-depth exploration of the key aspects involved in research.</li> <li>• Give students practical experience in developing those skills required for a basic piece of research.</li> <li>• Enable students the opportunity to reflect on key issues and influences on policy development.</li> </ul>
<b>Learning Outcomes</b>	
<i>On successful completion of this module the learner should be able to:</i>	
LO1	Understand the principles underpinning a research design.
LO2	Understand the various elements of a research proposal.
LO3	Identify the role of ethics in social research.
LO4	Rationalise and implement appropriate methodology to conduct research.
LO5	Critically analyse the issues affecting the execution and application of social research.
<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

#### Topic: INTRODUCING RESEARCH

Sub-themes What is research? The research process Description versus explanation The different types of research data and their implications

#### Topic: THE RESEARCH PROCESS

Sub-themes Distinction between primary and secondary research Compiling a literature review Designing research questions What are we trying to find out? Selecting an Appropriate Research Design Mixed methods approach and their theoretical assumptions Quality checks: practical techniques to enhance reliability and validity

#### Topic: ETHICS AND THE RESPONDENT

Taking care of research participants: Ethics in research Choosing your respondent: Population, Sampling Researcher positionality

#### Topic: QUALITATIVE RESEARCH

Sub-themes Theoretical assumptions Main features of qualitative research Role of researcher Qualitative Research Design Qualitative methods • Interview • Observation • Diary analysis • Photographic analysis • Documentary / Media analysis

#### Topic: QUANTITATIVE RESEARCH

Sub-themes Theoretical Assumptions Main features of quantitative research Role of researcher Quantitative Research Design • Experiment • Demographic surveys • Questionnaires • Content analysis

#### Topic: THE POLITICS OF RESEARCH

Sub-themes for critical debate and reflection; The aim of applied social care research – making change happen Positionality – cultural issues in research The role of research in professional development and evidence based practice Care, capitalism, and conflict of interests between stakeholders Legislation, policy, and practice, is there a contrast? Research sabotage and negative interpretation of research motives Organisational cultures and the willingness of organisations to self reflect Whose best practice is best? Research as political tool in the exercise of power Cultural diversity, to what extent does research fit different countries.

Assessment Breakdown	%
Project	100.00%

No Continuous Assessment

### Project

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Project	n/a	1,2,3,4,5	100.00	n/a

No Practical

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	Every Week	1.50
Estimated Learner Hours	30 Weeks per Stage	3.67
Total Hours		111.50

<b>Workload: Part Time</b>		
<i>Workload Type</i>	<i>Frequency</i>	<i>Average Weekly Learner Workload</i>
Lecture	Every Week	0.75
Total Hours		0.75

