

Research and Dissertation

Module title	Research and Dissertation
Module NFQ level (only if an NFQ level can be demonstrated)	9
Module number/reference	TBC
Module Co-ordinator	Peter Kieran
Parent programme(s)	M. A. (Leadership in Therapeutic Child and Social Care)
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	Year long
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	10
List the teaching and learning modes	The module is taught in a seminar format. The focus throughout is on assisting the learners to prepare for, plan and conduct their own research project, which they write up in the form of a dissertation. Learners also choose, analyse and present a recent journal research article as a method of learning how to interpret research in their field. There is a strong emphasis on doing, and learners are set time targets for the submission of sections of their dissertations.
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme is required. In addition to the Programme Learning requirements, the course design relies on a commitment to continuing attendance by all.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Level-9 qualification in Social Research, Social Studies, Social Science, Social Work or other related field, combined with proven ability in research practice. As learning involves working in pairs, in small groups and in the large group, the staff member should be competent in the use of group learning methodologies.
Maximum number of learners per module	16

Duration of the module	1 year
Average (over the duration of the module) of the contact hours per week (see * below)	1.5
Module-specific physical resources and support required per centre (or instance of the module)	MA Seminar Room with electronic whiteboard; WiFi Internet access; comfortable seating for up to 16 learners; free wall space on which to display learner work; supports from Library staff

Analysis of required learning effort

*Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify) Preparation of Major Research Proposal		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
40	1:9	15	3:1	39			320		336	750

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	30%: 10 - Final Research Proposal 15 – Literature Review 5 - Presentation	70%			100%

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	A competent professional practitioner in applied therapeutic social care needs the ability to understand research in their field of practice and to apply what they learn from studying this research. They also benefit from the ability to conduct small scale research within their own service agency, or to
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	commission and oversee research by others. This module specifically addresses LO 9, while also being of significant relevance to the achievement of LO 2, LO 5 and LO 8.
Module Aims and Objectives	<p>To introduce the practice of research in therapeutic child and social care.</p> <p>To develop skills, experience and confidence in evaluating research.</p> <p>To develop a capacity to engage in practitioner research in the context of professional child and social care settings.</p> <p>To critically evaluate the published literature and related theory</p> <p>To complete a piece of original qualitative research relevant to therapeutic care; and in doing so to demonstrate the ability to complete a significant piece of independent learning.</p>
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Work by themselves, with guidance and support, to actualise a research proposal. (MIPLO 9) 2. Plan <i>ab initio</i> an appreciable investigation into a suitable area of human experience of therapeutic child and social care. (MIPLO 8, 9) 3. Demonstrate appropriate choices of data collection methodologies, data analysis and presentation of findings. (MIPLO 9) 4. Provide evidence of a professional understanding of all ethical issues and how these should be addressed in the design and conduct of the research. (MIPLO 7, 9) 5. Indicate a convincing assimilation and understanding of the existing literature and pertinent theory and its application to practice. (MIPLO 1, 8) 6. Produce an integrated narrative of the research journey in a coherent and well-articulated written report. (MIPLO 7, 9)
Information Provided to Learners about the Module	This module will offer an introduction to current research relevant to therapeutic Social Care, including international research. Attention will be given to understanding the nature and purpose of research, distinguishing between quantitative and qualitative methods and their applications, action research and practitioner research, and ethical issues arising in the conduct and dissemination of research. There will be an emphasis on reflective enquiry as a method of research.
Module Content, Organisation and Structure	<p>The course will examine designing research, developing questions for investigation, matching method to question, practical issues, e.g. literature search, survey and interview methods, data collection and analysis, writing a research proposal, conducting a research project and writing the dissertation.</p> <p>The dissertation is an independent project aiming to develop knowledge in therapeutic child care and to provide guided experience in research. The assessment will take into account the learner's ability to reflect in the dissertation:</p> <ol style="list-style-type: none"> 1. The identification of an area of study relevant to leadership in therapeutic social care with a stated question to be examined.

	<ol style="list-style-type: none"> 2. The previous work undertaken on the question through reviewing, abstracting and criticising the literature. 3. The strategy to develop, describe and collect information/data in a manner which is systematic and which also reflects ethical and legal requirements. 4. The evidence of ethical standards and understanding of possible personal bias; and consideration of influences of racism and other forms of discrimination in the findings as well as in the written dissertation. 5. The outcome of the investigation and its bearing on the original question. 6. The link between the investigation and previous studies, and the application to future practice or understanding in leadership of therapeutic care, including dissemination, through presentation and discussion of the dissertation findings with others and/or publication in an appropriate professional journal. <p>A psychodynamic approach to leadership suggests that a leader needs to achieve a high level of self-understanding. Learners therefore may use an auto-ethnographic approach in their dissertation to help their development of insight into their family life and their own maturational experience.</p> <p>The dissertation length is 15,000 words max. Three copies of the dissertation must be submitted by the deadline stated.</p>
Module Teaching and Learning Strategy	Lectures, seminars and tutorials. Each learner is required to present a critical review of a piece of social research, relevant to the course, published in a respected academic journal within the last five years
Work-Based Learning and Practice-Placement	<p>All learners are employed in social care agencies and are required to bring examples of learning from research findings applied to their own work. The practice element of this module is the learners' conduct of the field research.</p> <p>Learners will be introduced to a range of research methods through examination and evaluation of current research in leadership in therapeutic care. In addition to considering published research, the course may also include seminars with visiting researchers in social care and practising social care professionals who have completed similar dissertations. The 2-day residential workshop towards the end of Year 1 will facilitate reflection on research and clarification of an action plan for each learner to complete this aspect of the programme.</p>
E-Learning	Lectures and seminars developed at Huddersfield University by Graham Gibbs and colleagues, which can be accessed on YouTube and at http://onlineqda.hud.ac.uk/index.php are utilised in this module and recommended for learners' own viewing as part of their study time.
Specifications for Module Staffing Requirements	As well as the Module Coordinator, Carlow College staff who have completed PhD research in a field of Social Care are invited to present particular sessions on Research Methodology. Library staff present sessions at the beginning of the module on how to access relevant literature and maximise the benefit of their use of library time.

	<p>The core programme team work closely with the learners on a weekly basis to form a strong inclusive and participatory learning community. The core team receive external supervision 4-6 times per year and this is seen as an essential element in ensuring that the learning community remains a safe space in which learners work towards developing a deeper understanding of their professional selves.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>Critical review (5%) Minor Dissertation Proposal (formative) Final Research Proposal (10%) Literature Review (15%) Final Dissertation (70%)</p> <p>The Literature Review is presented in place of a set essay for this module.</p>
<p>Sample Assessment Materials</p>	<p>Each learner is required to present a critical review of a piece of social research, relevant to the course, published in a respected academic journal within the last five years. One approach to assessing the standard of a journal is to consider the composition of the editorial board and whether there seems to be a genuine attempt to encourage critical peer review. It is recommended that learners select an article relevant to their dissertation topic.</p> <p>The critical review should be 500 - 1,000 words, typed and double-spaced and follow the usual conventions for written academic work. Learners are required to remain within the word limit and to record the word count at the end of their review.</p> <p>Every week two learners will be asked to present their review to the group during the research methods seminar. The time set aside for each learner's presentation plus group discussion will be 20 minutes. Dates for individual learners will be allocated in the group at the beginning of the academic year. Learners are also asked to submit a copy of the journal article to be reviewed by no later than 10am, the Monday before their scheduled review to enable photocopies of the article to be made and distributed to all learners before they leave the college that day. This will allow learners sufficient opportunity to read, prepare and be able to contribute to the next week's seminar.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Aveyard, H. (2014). <i>Doing A Literature Review in Health and Social Care: A Practical Guide</i>, (3rd edition). Maidenhead: Open University Press.</p> <p>Bryman, A. (2012). <i>Social Research Methods</i>, (4th edition). Oxford: Oxford University Press.</p> <p>Bui Y.N. (2014) <i>How to Write a Master's Thesis</i> (2nd edition). London: Sage Publications Ltd.</p> <p>Denscombe, M. (2014). <i>The Good Research Guide: For Small-Scale Social Research Projects</i>, (5th edition). Maidenhead: Open University Press.</p> <p>Moule, P and Heck, G. (2011). <i>Making Sense of Research in Nursing, Health and Social Care</i>, (3rd edition). London: Sage Publications Ltd.</p>

	<p><u>Other Reading:</u> Byrne, M. (2015). <i>How to Conduct Research for Service Improvement: A Guidebook for Health and Social Care Professionals</i>. Dublin: HSE.</p> <p>McIlveen, P. (2008). Autoethnography as a method for reflexive research and practice in vocational psychology. <i>Australian Journal of Career Development</i>, 17(2), 13-20.</p> <p>Rowland, D. R. (2005). <i>Reviewing the Literature: A Short Guide for Research Students</i>. The Learning Hub, University of Queensland.</p> <p><u>Essential Viewing:</u> Graham R. Gibbs - Research Methods in the Social Sciences with a particular focus on qualitative research. Series of YouTube lectures and seminars</p>
<p>Module Physical Resource Requirements</p>	<p>Seminar Room, with electronic whiteboard, WiFi Internet access; comfortable seating for up to 16 learners; well equipped college library.</p>