

Research and Dissertation 1

7.1 Module Overview									
Module Number		Module Title	Research and Dissertation 1						
Stage of Principal Programme		Award	Semester	1	Duration.	12	ECTS	5	
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities				✓if relevant to this module		Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face				✓		24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:				✓		101			
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 									
Total						125			

Pre-Requisite Module, if any. Module # and Title	Research Methods
Co-Requisite Module, if any. Module # and Title	Research and Dissertation 2
Maximum number of learners per instance of the module	60
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in (Social Sciences. Social Studies or closely cognate area
Dissertation Supervisor	
	Staff - Learner Ratio X:Y
	1:60
	1:6

Assessment Techniques – percentage contribution			
Continuous Assessment		Proctored Exam – in person	Practical Skills Based
Project	60%	Proctored Exam - online	Work Based
Capstone (Y/N)?	N	If Yes, describe	40%

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Formulate a social research question and design a project to answer this question	1, 3, 6
2. Develop critical, analytical and methodological skills in a piece of social research writing	6, 7
3. Demonstrate a knowledge of a range of theories and concepts.	7, 8
4. Present a research proposal in written and verbal formats	6, 7

7.3 Indicative Module Content, Organisation and Structure

This module enables the learner to develop conceptual and academic depth in research knowledge, and become competent in planning and undertaking research and in making recommendations for applying findings. Each week is dedicated to a foundational part of the thesis journey. This should support learners and provide extensive information regarding all aspects of the thesis between face-to-face meetings with the thesis supervisor. Topics covered include:

- Introduction to Research Design
- Conducting a literature search
- Framing a Research Question; choosing a topic - operationalising
- Preparing a research proposal
- Methodology; approaches to data collection
- Research Ethics
- Seminar presentation – presenting skills

7.4 Work-based learning and practice-placement (*if applicable*)

N/A

7.5 Specific module resources required (*if applicable*)

Standard resources required including individual and/or small group access to computer lab and software packages.

Software Packages:

- SPSS
- NUDIST
- NVIVO

7.6 Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning objectives of this module are to:

- Promote deep learning through active learner engagement and groupwork. Each learner is expected to identify their own research topic. They receive one to one and small group support in refining the topic and through the research preparation and planning phase.
- Support inclusive teaching through providing opportunities for collaborative learning where the learner prepares their Research Proposal and individual presentation. Here the work towards presenting their work initially to a small group of peers in a less formal setting.

Assessment

The approach is to support learners through a research journey where assessments offer both formative and summative feedback along the way. The learner is encouraged to take on greater responsibility for their own learning in this level 8 module.

7.7 Summative Assessment Strategy for this module

<i>MIMLOs</i>	<i>Technique(s)</i>	<i>Weighting</i>
1-3	Research Proposal (including Ethical approval)	60%
4	Presentation	40%

7.8 Sample Assessment Materials

The [Dissertation Handbook](#) outlines the steps in the learners' research journey. It offers direction and 'scaffolding' for the first-time researcher. The lecture and supervisor support meetings guide the learner through the proposal preparation, including the REAC ethics requirements.

Research Proposal

Introduction	100 words
Statement of the Problem / Research Objectives	100 words
Research Questions	100 words
Literature Review	1100 words
Research Methodology	500 words
Ethical Considerations	100 words
Strengths and Weaknesses	100 words
Conclusion (Outline of Planned Dissertation)	100 words

*Total 2100 words (rough estimation)

Preparation for Research Presentations

Presentations will take place in various classroom locations (follow supervisor guidelines) in weeks 8 and 9 of Semester 1. Each learner will be allocated 15mins in which to present their slides/poster and answer questions.

A PowerPoint presentation/Research Poster needs to be prepared which covers the aspects listed below:

- What is the title of your dissertation?
- What is it trying to find out? List your research questions
- Why is it an important area to explore? Rationale for the study
- Which theoretical framework/theoretical concepts are you using?
- What have you found out to date from your reading? What are the key issues being written about and are emerging from the literature?
- What method of data collection is proposed? Include recruiting the participants? How many participants were involved?
- What were the ethical issues? How are these being addressed?
- What have you found out so far?
- What is your timeline for completing your dissertation?
- References

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in the [Dissertation Handbook](#) and/or Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

- Bell, J. (2014). *Doing Your Research Project: a guide for first time researchers in education, health and social science*. UK: McGraw Hill.
- Bryman, A. (2016). *Social Research Methods*, (5th edition). UK: Oxford University Press.
- Burton, D. (2000). *Research training for social scientists*. London: Sage.
- Denzin, N. & Lincoln, Y. S. (2017) *The Sage Handbook of Qualitative Research*, (5th edition). London: Sage.
- Denscombe, N. (2021) *The Good Research Guide: A Research Guide for small-scale social research*. UK: Open University Press
- Thomas, G. (2017). *How to Do Your Research Project; A Guide for Students*, (3rd edition). London: Sage.

Indicative Other Resources:

- Babbie, E. (2010). *The Practice of Social Research*. US: Wadsworth.
- Clark, T., Foster, L., Sloan, L., & Bryman, A. (2021) *Bryman's social research methods*, (6th edition). Oxford: Oxford University Press.
- Dawson, C. (2009). *Introduction to Research Methods*. London: Brown Books.
- Flynn, C. and McDermott F. (2017) *Doing Research in Social Work and Social Care: The Journey from Student to Practitioner Researcher*. UK: Sage Publications
- Machi, L.A. (2008). *The Literature Review; Six steps to success*. US: Corwin Press.
- Sarantakos, S. (2013). *Social Research*, (4th edition). UK: Palgrave.
- Silverman, D. (2017). How was it for you? The Interview Society and the irresistible rise of the (poorly analyzed) interview. *Qualitative Research*, 17(2), 144-158.

Websites:

Online resource: Social Research Methods: Student Researcher's Toolkit available at <https://fdslive.oup.com/www.oup.com/orc/resources/sociology/brymansrm5e/student/toolkit/index.htm>

Jensen, E. and Laurie, C. (2023) *Doing Real Research: a practical guide to Social Research* UK Sage available at <https://study.sagepub.com/jensenandlaurie/student-resources/chapter-8/sage-journal-articles>

Software Packages:

SPSS, NUDIST, NVIVO