

Dissertation and Seminar

Section A: Headline Information							
Module title		Dissertation and Seminar					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 8					
Module number/reference		TBC					
Module Co-ordinator		Dr. Anne Coakley					
Parent programme(s)		BA (Honours) in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 4					
Semester (semester1/semester2 if applicable)		Semester 1 and 2					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		20 ECTS					
List the teaching and learning modes		Lectures, tutorials, seminars, web facilitated learning					
Entry requirements (statement of knowledge, skill and competence)		Successful completion of a BA in Applied Social Studies (Professional Social Care) or equivalent					
Pre-requisite module titles		Research Methods					
Co-requisite module titles							
Is this a capstone module? (Yes or No)		Yes					
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)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.					
Maximum number of learners per module		120					
Duration of the module		2 x 12 week semesters = 24 weeks					
Average (over the duration of the module) of the contact hours per week (see * below)		1 x 1 hour lecture = 24 hours 1 x 1 hour tutorial = 16 hours					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, Small Groupwork Room, Library, IT resources.					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	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				
24	1:40	16	1:8				460		500 hours
							Self directed studying & reading: 250		
							Research work & writing: 120		
							Fieldwork: 35		
							Directed Study: 55		
Allocation of marks (within the module)									
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total	
Percentage contribution				20%	80%			100%	

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	To give learners the experience of completing a research dissertation and to guide and support them at each stage of the research process.
Module Aims and Objectives	Learners complete an 8,000-10,000 word dissertation. To promote learners' skills in the following; identify a research topic of their own choice in social care and related fields; locate it within the relevant literature; develop an appropriate ethically sound methodological approach; and to analyse empirical data in their chosen dissertation topic.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Formulate a social research question and design a project to answer this question. (MIPLO 7, 8)

	<ol style="list-style-type: none"> 2. Develop critical, analytical and methodological skills in a piece of social research writing. (MIPLO 2, 6, 8) 3. Demonstrate a knowledge of a range of theories and concepts. (MIPLO 1, 2) 4. Display in-depth knowledge of empirical material relevant to the chosen topic. (MIPLO 1, 3, 7) 5. Gain a good understanding of the relationship between theory and empirical evidence. (MIPLO 1, 7)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>
Module Content, Organisation and Structure	<p>Introduction to Research Design Framing a Research Question; choosing a topic Preparing a research proposal Methodology; approaches to data collection Research Ethics Literature search and literature review Seminar presentation Doing the Research; questionnaires and the interview process Presenting and analysing data Writing up Dissertation</p>
Module Teaching and Learning Strategy	<p>Learner engagement is encouraged through advanced reading on the topic for each week drawing on lecture notes on Moodle, readings and handouts. Learners give short presentations in class on the subject as a forum for discussion. Prescribed readings will be used to encourage engagement by learners and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy).</p> <p>Each learner is also allocated a Dissertation supervisor and each supervisor runs a tutorial each week over the 2 semesters with a group of 4-6 learners. The tutorial groups run in conjunction with the lectures through each stage of the research process and provides an opportunity for small group work and learning.</p> <p>The research proposal and a draft literature review is submitted during the first semester. During second semester two groups with the supervisors come together. Each learner does a presentation of their research progress to date with time allocated for discussion and feedback. This helps prepare the learner for the next stage of carrying out the research.</p>
Work-Based Learning and Practice-Placement	<p>n/a</p>

E-Learning	Moodle is used for both delivery of material in lectures and ensuring learner engagement. Learners carry out a Literature search on relevant search engines for their chosen topic
Specifications for Module Staffing Requirements	Module Coordinator will teach the majority of lectures. Lecturers on the programme run the weekly tutorials including; Dr Anne Coakley, Dr Candice Condon, Dr Lucy Bennet, Monica Dowling, Francis Gahan, Dr Catherine O’Sullivan, Dr John McHugh, Helen Maher.
Module Summative and Formative Assessment Strategy	At the beginning of Semester 1 learners are given a guided format to submit a research statement. They are given a handout for the research proposal with guided headings. In Semester 2 learners are given the marking rubric in advance for their presentation. Guidelines on Dissertation submission and the marking rubric are posted on Moodle. (See Appendix 1 for a copy of the marking rubric). This module will be assessed by a Research proposal (Formative assessment), a draft literature review (Formative assessment), a tutorial group presentation (formative and summative), and a completed 8-10,000 word Dissertation (summative assessment). The research proposal will have a weighting of 10%, the tutorial presentation 10%, and the final Dissertation a weighting of 80%.
Sample Assessment Materials	
Reading Lists and Other Information Resources	<p>Essential Reading: Bell, J. (2005). <i>Doing Your Research Project: a guide for first time researchers in education, health and social science</i>. UK: Open University.</p> <p>Bryman, A. (2016). <i>Social Research Methods</i>, (5th edition). UK: Oxford University Press.</p> <p>Burton, D. (2000). <i>Research training for social scientists</i>. London: Sage.</p> <p>Thomas, G. (2017). <i>How to Do Your Research Project; A Guide for Students</i>, (3rd edition). London: Sage.</p> <p>Other Reading: Babbie, E. (2010). <i>The Practice of Social Research</i>. US: Wadsworth.</p> <p>Dawson, C. (2009). <i>Introduction to Research Methods</i>. London: Brown Books.</p> <p>Machi, L.A. (2008). <i>The Literature Review; Six steps to success</i>. US: Corwin Press.</p> <p>Sarantakos, S. (2013). <i>Social Research</i>, (4th edition). UK: Palgrave.</p> <p>Software Packages: SPSS NUDIST NVIVO</p>

Module Physical Resource Requirements	Lecture Hall Tutorial Room Wifi Projector
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