

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 Social, Political and Community Studies
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)	For entry onto Stage 4, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	Yes
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.
Maximum number of learners per module	25
Duration of the module	2 Semesters: 24 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	Average: 0.6 hours per week. 1 x 1 hour lecture = 24 hours 16 x 1 hour tutorials = 16 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Group work 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	1:5	16	1:5				460 Self directed studying & reading: 250 Research work & writing: 120 Fieldwork: 35 Directed Study: 55			500 hours
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:

	<ol style="list-style-type: none"> 1. Formulate a social research question and design a project to answer this question. (MIPLO 1, 8) 2. Develop critical, analytical and methodological skills in a major piece of social research writing. (MIPLO 2, 6, 8) 3. Demonstrate a knowledge of a range of theories and concepts. (MIPLO 3, 8) 4. Display in-depth knowledge of empirical material relevant to the chosen topic. (MIPLO 6, 8) 5. Gain a good understanding of the relationship between theory and empirical evidence. (MIPLO 4, 8)
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	<ul style="list-style-type: none"> • 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
Module Teaching and Learning Strategy	<p>Lectures will deliver the module content with time given for small group discussion and feedback. 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	<p>Module Coordinator will teach the majority of lectures. Lecturers on the programme run the weekly tutorials including;</p> <p>Dr Anne Coakley, Dr Candice Condon, Dr Catherine O’Sullivan, Dr John McHugh, Helen Maher, Stephanie McDermott.</p>
Module Summative and Formative Assessment Strategy	<p>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. This module will be assessed by a Research proposal (Summative assessment), a draft literature review * (summative assessment), a tutorial group presentation, and a completed 8-10,000 word Dissertation (summative assessment).</p> <p>The research proposal will have a weighting of 10%, the tutorial presentation 10%, and the final Dissertation a weighting of 80%.</p>
Sample Assessment Materials	
Reading Lists and Other Information Resources	<p><u>Essential Reading:</u></p> <p>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><u>Other Reading:</u></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><u>Software Packages:</u></p> <p>SPSS NUDIST NVIVO</p>
Module Physical Resource Requirements	Lecture Hall, Tutorial Room, Wifi, Projector.