

<b>Module Code:</b>	SOC607
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<b>Module Title:</b>	Research Methods
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<b>Level:</b>	6	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GASW	<u>JACS3</u> code:	X200
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Dr Dawn Jones
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Scheduled learning and teaching hours	24 hrs
Guided independent study	176 hrs
Placement	0 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) Therapeutic Child Care	✓	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>

**Office use only**

Initial approval: 11/01/2018  
 With effect from: 01/09/2019  
 Date and details of revision:

Version no: 1  
 Version no:

## Module Aims

The aim of this module is to enable students to acquire a basic level of knowledge and understanding of the research process and research methodology, and to begin to apply appropriate analytical techniques. Also, to develop critical thinking and problem-solving skills in a research context, in preparation for undertaking a practice-based research project.

## Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to		Key Skills	
1	Critically examine relationships between theory and practice in undertaking research.	KS1	KS4
		KS6	
2	Critically evaluate the relative merits and applicability of various approaches to research design, data collection and analysis, and the concepts which underpin such approaches.	KS1	KS4
		KS6	
3	Identify and negotiate a topic, theme or issue that is worthy of sustained independent research.	KS1	KS4
		KS6	KS9
4	Critically examine ethical issues and Glyndŵr University procedures associated with conducting research.	KS1	KS4
		KS6	
5	Reflect upon their own ideas regarding the value of research in the workplace.	KS1	KS4
		KS6	

**Transferable skills and other attributes**

Written skills, IT; Problem solving; Organising; Working to deadlines; Making decisions; Research skills, professional development.

**Derogations**

None

**Assessment:**

Indicative Assessment Tasks:

Portfolio: to include a range of individually designed and evaluated primary research tools. Students will: (1) offer a rationale as to why specific research tools have been used; (2) provide a critical evaluation of the advantages and limitations of these research tools; (3) an evaluation of and reflection on personal and professional development during the process, including the identification of a theme or topic worthy of sustained independent research.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4,5	Portfolio	100%		3,000

**Learning and Teaching Strategies:**

This module will be delivered through a combination of e learning and taught classroom sessions. This will involve working alone, in groups, with peers, tutors. Sessions will comprise of the presentation of information, reading, practical activities and discussion either face-to-face or via the University's VLE (Moodle). Peer group and individual discussion via the Moodle discussion forums will allow tutors to monitor students' ability to reflect upon and evaluate their own ideas and practice. Independent learning is a strong feature of this module.

**Syllabus outline:**

Relationships between theory and practice in a research context. Approaches to research (e.g. quantitative and qualitative methods; traditional deductive models; case study; action research; ethnography). Objectivity/subjectivity and research bias; validity and reliability; triangulation. Undertaking small-scale research projects. Design and evaluation of primary research tools,

including questionnaire, interview and observation. Analysing and presenting research data. Ethical issues and Glyndŵr University procedures associated with conducting research.

### **Indicative Bibliography:**

#### **Essential reading**

Bell, J. (2010), *Doing your research project: a guide for first-time researchers in education and social science*. Fifth Edition. Milton Keynes: Open University Press.

Bryman, A. (2012), *Social research methods oxford*. Oxford University Press.

#### **Other indicative reading**

Blaxter, L., Hughes, C., Tight, M. (2010), *How to research*. Fourth Edition. Maidenhead: Open University Press.

Costello, P.J.M. (2011), *Effective action research: developing reflective thinking and practice*. Second Edition. London: Continuum.

Denscombe, M. (2009), *Ground rules for social research: guidelines for good practice*. Second Edition. Maidenhead: Open University Press.

Gillham, B. (2008), *Developing a questionnaire*. Second Edition. London: Continuum.

Greenhalgh, T. (2006), *How to read a paper: the basis of evidence-based medicine*. Third Edition. Oxford: Wiley Blackwell.