

Module Code:	SOC625
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Module Title:	Research in Practice
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Level:	6	Credit Value:	40
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Cost Centre(s):	GASW	<u>JACS3</u> code:	X200
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School:	Social & Life Sciences	Module Leader:	Dr Dawn Jones
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Scheduled learning and teaching hours	48 hrs
Guided independent study	352 hrs
Placement	0 hrs
Module duration (total hours)	400 hrs

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

Pre-requisites

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

To provide the students with advanced knowledge and understanding of research methodology and research methods in order to conduct an independent piece of research.

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	Demonstrate comprehensive understanding of the nature of practice-based research;	KS1	KS4
		KS6	
2	Implement a range of subject-specific research skills and ethical procedures within a small-scale, practice-based, research project;	KS1	KS3
		KS6	
3	Critically interpret, evaluate and reflect upon a range of data in terms of their significance to and relationship with practice-based issues;	KS1	KS4
		KS6	KS9
4	Analyse the findings from their research and present them in the form of a professional article;	KS1	KS4
		KS6	
5	Critically analyse and present their findings from their research as a poster style presentation to peers.	KS1	KS3
		KS4	KS6

Transferable skills and other attributes

Written skills, IT and digital literacy; problem solving; organising; working to deadlines; making decisions; research skills; self-management.

Derogations

None

Assessment:

Indicative Assessment Tasks:

1. Students will complete a written journal style article which reports on a practice-based research issue or problem related to the student's professional discipline 4,000 words
2. Poster presentation outlining key learning/findings from the research process 2,000-word equivalence.

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	Reflective Practice	60%		4,000
2	5	Poster Presentation	40%		2,000

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 and work-based colleagues/mentors. Session will comprise the presentation of information, reading, practical activities and discussion either face-to-face or via the University's VLE (Moodle). Work-based learning and self-directed tasks form a significant part of this module and are used to inform the assessment tasks and to support the materials presented on line/in the classroom. 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
 Identifying an appropriate topic for a small-scale research project
 The nature of a professional article
 Undertaking a critical review of literature
 Reading for, planning and writing a professional article
 The nature of research
 Arguments for undertaking research in workplace settings
 Developing a research project
 Objectivity/subjectivity and research bias; validity and reliability; triangulation
 Collecting research data: 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
Publishing a professional article
Designing and presenting a poster based on their research outcomes.

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.
Costello, P.J.M. (2011), *Effective Action Research: Developing Reflective Thinking and Practice*. Second Edition. London: Continuum.

Other indicative reading

Blaxter, L., Hughes, C., Tight, M. (2006), *How to Research*. Third Edition. Maidenhead: Open University Press.
Clough, P., Nutbrown, C. (2007), *A Student's Guide to Methodology*. Second Edition. London: Sage Publications.
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.
Leper, G. and Riding, N. (2006), *Researching the Psychotherapy Process: A Practical Guide to Transcript-based Methods*. Basingstoke: Palgrave Macmillan.
Robson, C. (2002), *Real World Research*. Second Edition. Oxford: Blackwell.