

Module Details	
Module Title	Proposals for Research and Employability
Module Code	SAC5025-B
Academic Year	2022/3
Credits	20
School	School of Social Sciences
FHEQ Level	FHEQ Level 5

Contact Hours	
Type	Hours
Lectures	16
Practical Classes or Workshops	4
Seminars	6
Directed Study	174

Availability	
Occurrence	Location / Period
BDA	University of Bradford / Semester 2

Module Aims
- To support students' ability to develop a coherent, flexible, creative and academically grounded proposal for their dissertation. - To provide students with the opportunity to develop problem-solving skills and apply them to social problems and issues. - To acquire the knowledge/information needed to prepare for the world of work by planning for a final year work placement and in preparation for seeking employment upon graduation. - To strengthen students' ability to use a strength-based approach and to work flexibly and independently in developing skills and resources. - To support student presentation of well written, structured, appropriate, analytical and creative work, appropriate to both the dissertation proposal and the employability context.

Outline Syllabus
Research contexts and methodologies; choosing topics and workplaces: finding and reviewing literature reviews; qualitative and quantitative data collection; ethics, academic research and the workplace; library resources; workplace opportunities and challenges including approaches to equality and diversity; time management; applying workplace experiences to academic contexts; understanding organizations; professional approaches.

Learning Outcomes	
Outcome Number	Description
LO1	Critically evaluate academic research materials in developing a dissertation topic.
LO2	Identify the necessary skills, attributes and knowledge required in order to produce a dissertation.
LO3	Conduct and produce a literature review.
LO4	Demonstrate preparedness for work through identifying, evaluating and reflecting upon necessary skills, attributes and knowledge.
LO5	Identify clear outcomes for your engagement at work-based learning; what you want to achieve, how, where, when and with whom.

Learning, Teaching and Assessment Strategy
Lectures will provide knowledge and discussion of key issues relating to both research and employment. Seminars will develop employment or research-related knowledge depending partly on the chosen destination of students in their final year; work placement or academic modules. Library workshops will enhance practical learning skills. Workshops will offer opportunity for student exploration and feedback of specific challenges. Alongside this, students will undertake guided study as a means of deepening understanding of the topics within the contact sessions and gradually developing expertise in relation to specific elements of the assessment, such as CV-writing and explaining a methodological approach to undergraduate research. The assessments demonstrate student knowledge related to producing a specific research topic and evaluate knowledge, skills and attributes relevant to workplace contexts. The portfolio must include, but is not limited to: - Understanding and compliance with regulations for entering work: Currently, focused on Disclosure and Barring policy and practice. - The context of formal and informal risk assessment in the workplace, including evidence of understanding of safeguarding. - Evidence of awareness of equality and diversity law and/or practice.

Mode of Assessment			
Type	Method	Description	Weighting
Summative	Coursework - Portfolio/e-portfolio	Work-related portfolio of skills-related self-analysis covering specified areas at minimum (up to 2000 words total).	50%
Summative	Coursework - Written	Dissertation proposal (up to 2000 words)	50%

Reading List
To access the reading list for this module, please visit https://bradford.rl.talis.com/index.html

Please note:

This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.

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