**DAVID GAME COLLEGE**

**BTEC** **RQF** **HNC/D ASSESSMENT BRIEF**

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| **Course** | | **HND Public Services** | | |
| **Academic Year** | | **2022-2023** | | |
| **Unit Number & Unit Title** | | **Unit 29: Research Project** | | |
| **Assignment Author** | | **Jack Adams** | | |
| **Assessors** | | **Kristina Ilieva / Khetish Hurry** | | |
| **Assignment Title** | | **Resilience in the public services workplace.** | | |
| **Date issued** | **September 2022** | **IV Name and Date** | **Kristina Ilieva: 16/09/2022** | |
| **Formative Submission Deadline** | | **Summative Submission Deadline** | | |
| **Group** | **Deadline** | **Group** | | **Deadline** |
| **S21** | **Research Proposal: 12/12/2022** | **S21** | | **Research Project: 11/04/2023** |

**Good Academic Practice**

DGHE considers an act of academic misconduct when a student attempts to benefit either for themselves or for another person by unfair or improper methods, regardless of it being intentional or unintentional.

Examples include:

•             Purchasing work and presenting it as your own.

•             Plagiarism is passing off someone else’s work as your own such as:

o   Using quotes without the use of quotation marks.

o   Using images produced by another person without acknowledgement.

o   Using data or ideas without acknowledgement.

o   Copying another person’s work.

o   Getting someone to help you write parts of your submission as if it were your own.

•             Collusion is when two or more students working together without prior authorisation from the academic member of staff concerned (e.g. programme leader, lecturer etc.) to produce the same or similar piece of work and then attempting to present this entirely as their own individual submission.

It is important that you are clear about what you need to do for each assignment and how you can do it. If you are not sure about any rules regarding academic writing and referencing, guidance is available from many DGHE sources including Moodle, our Library and Study Skills Support teams and from your module leaders/personal tutor.

**ASSIGNMENT BRIEF AND GUIDANCE**

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| **Purpose of this assessment** |
| The aim of the unit and assessment is for students to develop skills of independent enquiry and critical analysis by undertaking a sustained research investigation relevant to their HND and professional development. |

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| **Scenario** |
| **Choosing a topic**  You need to choose a topic for your assignments within the general subject area of ***Resilience in the public services workplace.***  Pearson suggest that the range of topics students could cover includes the following areas:  1. The impact of resilience on public service organisations  2. Why public service employees need to apply increasing levels of resilience in the workplace  3. Potential impact on society if public service employees lack resilience in the workplace  4. Resilience and effective management of change within the public service workplace  5. The evolving and adaptative public services workplace and job roles  6. How leaders can build resilience into the public services working practices  7. Workplace empowerment in the public services sector, to support resilience  8. The role of public service organisational leadership in dealing with the impact of workforce resilience  9. Lasting impact of resilience on the public services workforce  **Before you do a lot of work on this assignment, you should discuss your ideas for a topic with the module tutor and ensure that she agrees that the topic is a suitable one.**  The undertaking of research should involve primary data collection, in other words, data that you will collect yourself. You should choose a topic that is realistic for a student to do in the time available. You are not expected to propose a topic that would require a large research team or take years to complete.  As your research proposal will include a short literature review, it is also important to consider whether there is enough academic literature on the chosen subject.  You are strongly recommended to propose **only one method** of collecting your primary data – e.g. a questionnaire survey **or** semi-structured interviews, not both. |
| **Formative Task: The Proposal** |
| You are required to produce a research proposal which needs to be completed before any primary research is undertaken due to ethical considerations. The formative research proposal should include the following sections:   |  | | --- | | Title Page  CHAPTER 1 Introduction [around 500 words]  CHAPTER 2 Literature Review [around 1,000 words]  CHAPTER 3 Methodology Justification [around 500 words]  References  APPENDIX 1 Research ethics approval form |   *Chapter 1. Introduction*  In the introduction you should introduce the reader to the background of the study and the nature of the problem/issue. It should therefore set the study in context providing a rationale for the study. The main focus of the justification should be on why the research would be useful to the specific public service organisation. But you could also mention the academic interest of the topic; for example, how it would fill a gap in the literature. The research aim and objectives should be stated **clearly** in this chapter.  *Chapter 2. Literature Review*  You are expected to provide a critical review of the existing literature on the research area being investigated. Key factors to take into account are:  • You cannot read every book and article on your chosen topic. Nevertheless your review should indicate that you have studied some quality academic work in the field, including journal articles reporting relevant empirical research and/or referring to grey literature.  • **The literature review should be relevant to your research aim and objectives**. It should also inform your choice of methodology (e.g. you should consider what primary research methods previous researchers have used and consider whether this suggests you should propose the same method or a different one, or variations in your approach to build on what others have done). As such, you should consult previous studies which have employed quantitative methodologies and qualitative methodologies.  • Critically analysing past research is essential. You cannot just describe what you have read, with each article summarised in turn. The material needs to be organised into relevant **themes**.  • The literature must be up-to-date. You should be looking to use plenty of recent literature (typically not older than ten years).  *Chapter 3. Methodology Justification*  The purpose of this chapter is to explain briefly what your primary research method will be and then to justify why you chose that method. In other words, what are the advantages of the proposed method in your specific case and, where there are potential disadvantages of the method, why are these not so important or how do you plan to minimise them through a good research design? Consider why you chose either a qualitative or quantitative research methodology over the other and introduce your proposed sample.  *References*  *Appendix 1. Research ethics approval form*  A version of this form is available on Moodle. You will need to complete this form and attach it as an appendix to this formative task **and** the summative task.  Word count: 2,000 words, excluding the reference list & research ethics approval form |
| **Submission Format** |
| This research proposal should be submitted via Moodle to the relevant submission point on 12 December 2022 |

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| **Summative Task** |
| The research report must be based on your earlier research proposal. Chapters 1 to 3 should be an updated version of your previous work, taking into account the feedback you received and your increased knowledge of the subject as the research has developed. The research report should then go on to explain how you did your primary research, to analyse your findings and to set out your conclusions, recommendations and reflections.   |  | | --- | | Title Page  CHAPTER 1 Introduction [around 500 words]  CHAPTER 2 Literature Review [around 1,000 words]  CHAPTER 3 Methodology Justification [around 500 words]  CHAPTER 4 Methodology Explanation [around 1,000 words]  CHAPTER 5 Findings [around 1,000 words]  CHAPTER 6 Conclusions and Recommendations [around 500 words]  CHAPTER 7 Reflections [around 500 words]  References  Appendix 1:Your research ethics approval form, completed and signed  Appendix 2: Participant information sheet  Appendix 3: Participant consent form  Appendix 4: A blank version of your primary data collection instrument |   *Chapter 4. Methodology Explanation*  This chapter should explain the primary data collection and analysis techniques that you used when doing your primary research. The chapter needs to be clearly structured and the following model is suggested:   * Access – how you gained access to the sample * Sampling – define and justify the population, explain and justify the sampling technique and discuss the sample size * Primary data collection instrument – a copy of your questionnaire or interview questions should be included as an appendix. * Data collection administration (e.g. how you went about conducting your questionnaire survey or your interviews) * Data analysis approach – how did you analyse the data? * Ethical issues relevant to the research – refer to and append the research ethics approval form   *Chapter 5. Findings*  This chapter should set out and analyse what you found from conducting the primary research. The content of the chapter will vary depending on whether you have used a qualitative approach (e.g. semi-structured interviews) or a quantitative one (e.g. a questionnaire survey). Whatever the method, you will be expected to take a ***critical*** approach when evaluating the data, including suitable references back to your literature review and research aim, not simply to *describe* what you found.  *Chapter 6. Conclusions and Recommendations*  This chapter needs to bring together what you have found out on the subject of your research, taking into account your initial aim and objectives and the findings of your literature review and primary data collection. The conclusions should summarise the key findings. The recommendations should set out the actions which you believe the sector should implement, or at least consider. Recommendations need to be specific, supported by the evidence you have gathered and also ones that look to be realistic.  *Chapter 7. Reflections*  This chapter should reflect on what you learnt about the research process during your project. Think about the following questions and address one or two of them in your reflections:   * How do you evaluate the success of your research? * With the benefit of what you now know, would you have modified your original topic in any way? * Did the research go as you had expected or were there things that surprised you? * Would you do some elements of the research differently if you had a second chance? * What are the most important lessons you have learnt from the research project?   Ensure that there is a clear structure to your reflection, do not try to summarise the whole research process.  **This provides evidence for ALL Learning Outcomes**  Word count: 5,000 words, +/-10%, excluding the references & appendices. |
| **Submission Format** |
| This research report should be submitted via Moodle to the relevant submission point by the 11 April 2023. |

**The current Assignment Brief covers the following Learning Outcomes**

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| **Grading Criteria** | | | | | |
| **Learning Outcomes** | **Pass** | **Merit** | **Distinction** | **Task No.** | **Evidence** |
| **LO1 Design a relevant research proposal.** | **P1** Illustrate a rationale for the research project that includes identification of other possible areas of research and justification of the topic of choice.  **P2** Review research methodology, to include ethical considerations. | **M1** Design a preferred methodology for the research project, to include a literature review of proposed secondary sources. | **LO1 and LO2**  **D1** Critically analyse the research proposal and data collected that considers both quantitative and qualitative data. | Summative Task | Chapter 1-3  Proposal identifies a realistic topic relevant to protection and the public sector with a clear aim and rationale.  Analytical literature review, based on relevant materials and a clear structure. Should consider previous studies that used qualitative and quantitative research methodologies.  Method is suitable and justification shows a good understanding of research methodologies, as applied to the specific topic.  Must be based on student’s own proposed research topic, to be completed later. |
| **LO2 Implement the research project within agreed procedures and to the proposal guidelines.** | **P3** Apply tests of reliability and validity considering the variables of the research. | **M2** Assess the selection of tools for Data collection. | Summative Task | Chapters 3-4  Must include primary research and highlight the reliability/validity of the data.  Method and research design must be assessed in line with the proposal, considering the strengths and weaknesses of the chosen method in collecting the data. |
| **LO3 Review the research outcomes.** | **P4**  Investigate the findings of the research. | **M3** Analyse the success or failure of the research project with direct indication of the research proposal. | **LO3 and LO4**  **D2** Critically evaluate the outcomes of the research findings and conclude with future considerations or recommendations relevant to the research. | Summative Task | Chapters 5-6  Data is well presented and critically evaluated, not just presented and described.  Conclusions/recommendations are realistic and based on the evidence presented.  Should not be structured around the Los but instead structured in the style of a research report.  Assignment is professionally presented, correctly referenced using the Harvard style and uses good, academic English. |
| **LO4 Present the research project.** | **P5**  Undertake a written research project | **M4** Evaluate the process of research, methodology, approach and lessons learned. | Summative Task | Chapter 7  Thoughtful reflection evaluating the research process and the lessons the student has learned, both personally and professionally.  Should have a clear structure.  Reflection should be on the student’s own research work and management of their work over the two assignments. |

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| Student Achievements and Assessor Feedback |
| Student achievement and Assessor feedback for both formative and summative submissions will be recorded within Grademark Turnitin via Moodle and will be available for students to view as notified on Turnitin. Please use exclusively the grade classification below.  **Assessment Grading Scale**   |  |  |  | | --- | --- | --- | | **Grade Classification** | **Numeric Value (on Grademark)** | **Grade Listed As** | | Distinction | 75 | **D** | | Merit | 65 | **M** | | Pass | 45 | **P** | | Unclassified/ Referred | 35 | **U** | | Alleged Academic Misconduct | 0 | **SP** | |

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| **Student submission and declaration** |
| The following declaration will be inserted in the Turnitin link for both formative and summative submissions:  ‘I certify that by submitting the work for this assessment on Moodle (and via Turnitin) it is my own work and all research sources are fully acknowledged using the Harvard system of references. I certify that there are no personal or mitigating circumstances that have affected my work.’  By submitting such document, you acknowledge that your work is your own, and abides by the DGHE code of conduct, and Pearson regulations.  Please note that in case of academic malpractice DGHE reserves the right to decline to accept the work for assessment purposes, and/or conduct an investigation, which might result in an oral presentation, oral or written exam, or any other appropriate form of examination. Further information can be found in the academic integrity and misconduct policy, the assessment policy, and the student handbook. |

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| **Understanding what a command verb is** |
| Your assignment will always have a series of questions or points that you will need to address. The first step in successfully addressing your assignment questions is by understanding what your lecturer wants from you, and this means understanding the command verb of the question.  **What is a command verb?**  This is constituted by an imperative verb that gives you a specific instruction.  **What are the common command verbs your assignment has and what they mean?**  The following is not a complete list however, it can help you to understand what is expected of you.  **Explain** = to describe a situation in detail or present relevant facts. E.g. To say it’s a chair, it’s descriptive but not explanatory, to say it’s a wooden chair, made of mango woods, that has four legs, and an arm rest, is to explain.  **Assess** = to evaluate the relevance of something. E.g. To say Brexit is an important event in the UK, is factual but not evaluative. To say that the impact of Brexit on the automotive industry is yet to be determined, but a likely estimate situates a loss of manufacturing plants, and consequently jobs in the UK, is evaluative.  **Compare** = to measure how similar or different something is. E.g. To say that surrealism is different from cubism, is to state a fact. However, to state that while both movements are considered modern art, cubism popularised by Picasso, breaks down the subject matter and reassembles it in an abstract form, while surrealism, popularised by Salvador Dali, focuses on the subconscious mind and portrays everyday objects in an unfamiliar setting.  **Analyse** = to examine something in detail. E.g. To say that the UK judicial system is complex is too simple however, to say that the UK judicial system is complex due to historical reasons, and that has led to separate jurisdictions with one system for England and Wales, another for Scotland, and another for Northern Ireland. In England and Wales at the lower instance you have the magistrate courts and tribunals, followed by the crown court, and the county court, high court and court of appeal (detailing what are the key functions for each of these and how they interrelate with one another, and for the other judiciary systems, and finalising with the UK Supreme Court is to analyse a subject).  Don’t forget you can always refer to your lecturer for other verbs not included here or your study skills tutor. |