



**Dublin and Dun Laoghaire ETB**

**Programme Module for  
Research and Study Skills**

**Leading to**

**NFQ Level 5 QQI Certificate in  
Research and Study Skills 5N3113**

## Introduction

This programme module may be delivered as a standalone module leading to certification in a QQI minor award. It may also be delivered as part of an overall validated programme leading to a Level 5 QQI Certificate.

The teacher/tutor should familiarise themselves with the information contained in Dublin and Dun Laoghaire ETB's programme descriptor for the relevant validated programme prior to delivering this programme module.

The programme module is structured as follows:

1. Title of Programme Module
2. QQI Component Title and Code
3. Duration in hours
4. Credit Value of QQI Component
5. Status
6. Special Requirements
7. Aim of the Programme Module
8. Objectives of the Programme Module
9. Learning Outcomes
10. Indicative Content
11. Assessment
a. Assessment Technique(s)
b. Mapping of Learning Outcomes to Assessment Technique(s)
c. Guidelines for Assessment Activities
12. Grading
13. Learner Marking Sheet(s), including Assessment Criteria

## Integrated Delivery and Assessment

The teacher/tutor is encouraged to integrate the delivery of content where an overlap between content of this programme module and one or more other programme modules is identified. This programme module will facilitate the learner to develop the academic and vocational language, literacy and numeracy skills relevant to the themes and content of the module.

Likewise the teacher/tutor is encouraged to integrate assessment where there is an opportunity to facilitate a learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module. The integration of the delivery and assessment of level 5 Communications and level 5 Mathematics modules with that of other level 5 modules is specifically encouraged, as appropriate.

## Indicative Content

The indicative content in Section 10 does not cover all teaching possibilities. The teacher/tutor is encouraged to be creative in devising and implementing other approaches, as appropriate. The use of examples is there to provide suggestions. The teacher/tutor is free to use other examples, as appropriate. The indicative content ensures all learning outcomes are addressed but it may not

follow the same sequence as that in which the learning outcomes are listed in Section 9. It is the teacher's/tutor's responsibility to ensure that all learning outcomes are included in the delivery of this programme module.

<b>1. Title of Programme Module</b> Research and Study Skills
<b>2. Component Name and Code</b> Research and Study Skills 5N3113
<b>3. Duration in Hours</b> 150 hours (typical learner effort, to include both directed and self directed learning)
<b>4. Credit Value</b> 15 Credits
<b>5. Status</b> This programme module may be compulsory or optional within the context of the validated programme. Please refer to the relevant programme descriptor, Section 9 Programme Structure
<b>6. Special Requirements</b> None
<b>7. Aim of the Programme Module</b> This programme module aims to provide the learner with the knowledge, skills and capacity to research and study on an academic programme.
<b>8. Objectives of the Programme Module</b> <ul style="list-style-type: none"><li>• To explore the key features and unique functions of a range of research and experimental methodologies</li><li>• To facilitate learners to reflect on their personal approach/style of learning, including their strengths and weaknesses in this area.</li><li>• To develop an understanding of essential civil law relating to intellectual property rights and conventions including identifying ethical issues in animal research</li><li>• To assist the learner to develop the specialist academic and vocational language, literacy and numeracy skills related to Research and Study Skills through the medium of the indicative content</li><li>• To enable the learner to take responsibility for his/her own learning and to present information and findings according to coherent argument in a variety of ways</li></ul>

**9. Learning Outcomes of Level 5 Research and Study Skills 5N3113**

Learners will be able to:

1 Explain the key features and unique functions of a range of research and experimental methodologies

2 Explain essential features of civil law relating to copyright and intellectual property rights and conventions

3 Identify ethical issues in fieldwork such as participation, consent, privacy, confidentiality, data and other protections, and ethical issues in animal research

4 Use specialist vocabulary and language appropriately

5 Gather relevant information systematically from primary and current secondary sources including library systems, information and communication technology (ICT) systems and the internet, quantitative data such as statistical tables, diagrams, graphs, charts

6 Demonstrate mathematical skills involved in sampling, averaging and data representation

7 Present information and findings according to a coherent argument or purpose, leading to valid conclusions

8 Demonstrate effective strategies for study and preparation for examinations, including note-taking skills and revision methods

9 Exploit personal learning styles and a range of learning techniques

10 Achieve short and medium term learning goals, including with systematic planning, time management, feed back and review cycles

11 Use a variety of presentation strategies appropriate for assessment conditions, including essays, assignments, examinations, interviews, oral formal presentations or scientific reports.

**10. Indicative Content**

This section provides suggestions for programme content but is not intended to be prescriptive. The programme module can be delivered through classroom based learning activities, group discussions, one-to-one tutorials, field trips, case studies, role play and other suitable activities, as appropriate.

**This programme of study seeks to develop in learners, a detailed knowledge of Research and Study Skills. To this end a variety of approaches are called for. These may include:**

- Lectures
- Class discussion and debate
- Team work through study groups
- Attending relevant, academic lectures/conferences/seminars
- Use of internet sources
- Presentations

**1. The Learner will Develop a knowledge of research and experimental methodologies**

The following general examples are suggested to gain an understanding of research methodologies:

- Qualitative versus quantitative
- Primary and secondary
- Questionnaire use
- Focus groups
- Interviews
- Scientific experiment
- Literature review and rationale
- Validity and reliability

**2. The learner will be able to explain essential features of copyright law relating to intellectual property rights. An understanding of plagiarism and how to avoid it is the key to this**

- Learners should understand and be able to use/adhere to the citing/footnoting and referencing guides outlined e.g.: Harvard Reference Model/ MLA Reference Model

**3. The learner will understand and be aware of ethical issues and up to date guidelines that govern the use of animals in research such as:**

- Informed consent
- Deception
- Confidentiality of data
- The right to withdraw in fieldwork and animal research

**4. The learner will appreciate the need for the use of specialist vocabulary and to tailor their language to the medium being used.**

- The learner will be able to distinguish between academic language for essay writing, and language used in other forms of communication ,such as presentations and debates

**5. The learner will gather relevant information systematically using the on primary and secondary sources including the following:**

- Understanding the use of the library (including the Dewey classification system )
- Using search engines including meta search engines and carrying out searches including Boolean searches
- Evaluating a website under the heading of authorship, content, navigation, URL, and quality of links available
- Understanding and interpreting statistical data in the form of charts and graphs

**6. The learner will demonstrate mathematical skills involved in sampling, averaging and data representation**

- Distinguish between primary and secondary sources of data
- Distinguish between forms of data
- Compile information from a range of materials and sources
- Outline the various means of collecting primary data (e.g. survey techniques, interviews, observation)
- Understand the concept of average (mean, median and mode)

**7. The learner will present information and findings according to a coherent argument or purpose, leading to valid conclusions. This could be in the form of Essays, Presentations, Debates or Book Reviews. In each case learners should demonstrate/apply the following skills:**

- Planning and structure including a clear introduction, main body and conclusion
- Drafting and re-drafting of ideas
- Summarising and analysing key ideas
- Developing clear and relevant points
- Acknowledging sources

**8. Demonstrating effective strategies for study and preparation for examinations, including note-taking skills and revision methods**

**The Learner should employ a number of note taking techniques including:**

- mind maps, note taking from academic material, reading for a purpose including scanning/skimming normal and close reading

**The Learner should also apply a number of revision methods.** (demonstrate a variety of techniques for memory improvement (including mnemonics and the journey system)):

- understand short and long term memory
- explain memory techniques
- demonstrate the use of skills learned –recall information

**9. Learners should explore personal learning styles and a range of learning techniques. Using established/recognisable methods for identifying learning styles and learning preferences the learner should be able to:**

- Identify their learning style/preferences
- Recognise the advantages and disadvantages of the above
- Employ techniques to improve their learning
- Evaluate their progress

**10. In order to achieve short and medium term learning goals, including systematic planning, time management, feedback and review cycles the learner should establish/complete a Journal or Learner record to include the following:**

- An awareness of time management skills to include a study schedule/plan with dates set for completed short and long term goals
- An ongoing evaluation of learning through the course
- Samples of feedback from tutors

**11. Use a variety of presentation strategies appropriate for assessment conditions, including essays, assignments, examinations, interviews, oral formal presentations or scientific reports**

- The learner will develop & apply a variety of presentation strategies appropriate for assessment tasks and activities

## **11. Assessment**

### **11a. Assessment Techniques**

Portfolio / Collection of Work 60%

Skills Demonstration 40%

### **11b. Mapping of Learning Outcomes to Assessment Techniques**

In order to ensure that the learner is facilitated to demonstrate the achievement of all learning outcomes from the component specification; each learning outcome is mapped to an assessment technique(s). This mapping should not restrict an assessor from taking an integrated approach to assessment.

<b>Learning Outcome</b>	<b>Assessment Technique</b>
1. Explain the key features and unique functions of a range of research and experimental methodologies	Portfolio/Collection of work and/or Skills Demonstration
2. Explain essential features of civil law relating to copyright and intellectual property rights and conventions	Portfolio/Collection of work and/or Skills Demonstration
3. Identify ethical issues in fieldwork such as participation, consent, privacy, confidentiality, data and other protections, and ethical issues in animal research	Portfolio/Collection of work
4. Use specialist vocabulary and language appropriately	Skills Demonstration
5. Gather relevant information systematically from primary and current secondary sources including library systems, information and communication technology (ICT) systems and the internet, quantitative data such as statistical tables, diagrams, graphs, charts	Portfolio/Collection of Work
6. Demonstrate mathematical skills involved in sampling, averaging and data representation	Portfolio/Collection of Work
7. Present information and findings according to a coherent argument or purpose, leading to valid conclusions	Skills Demonstration
8. Demonstrate effective strategies for study and preparation for examinations, including note-taking skills and revision methods	Portfolio/Collection of Work
9. Exploit personal learning styles and a range of learning Techniques	Portfolio/Collection of work
10. Achieve short and medium term learning goals, including with systematic planning, time management, feedback and review cycles	Portfolio/Collection of Work

11. Use a variety of presentation strategies appropriate for assessment conditions, including essays, assignments, examinations, interviews, oral formal presentations or scientific reports.	Portfolio/Collection of Work
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### 11c. Guidelines for Assessment Activities

The assessor is required to devise assessment briefs and marking schemes/examination papers, marking schemes and outline solutions (select as appropriate) for the name the assessment techniques from your Component Specification here. In devising the assessment briefs/examination papers (select as appropriate), care should be taken to ensure that the learner is given the opportunity to show evidence of achievement of ALL the learning outcomes. Assessment briefs may be designed to allow the learner to make use of a wide range of media in presenting assessment evidence, as appropriate. Quality assured procedures must be in place to ensure the reliability of learner evidence.

<b>Portfolio/Collection of work</b>	<b>60%</b>
<b>Time Allocated:</b>	
<b>Continuous Assessment throughout the duration of the Programme Module</b>	
The Learner will compile a <b>collection of work</b> to include evidence that demonstrates achievement of the following Learning Outcomes: 1, 2, 3, 5,6, 8,9,10,11	
Evidence for this assessment technique may take the form of written and/or visual evidence. Any audio, video or digital evidence must be provided in a suitable format.	
All instructions for the learner must be clearly outlined in an assessment brief.	
<i>A portfolio or collection of work is a collection and/or selection of pieces of work produced by the learner over a period of time that demonstrates achievement of the above learning outcomes. The collection should include both self-generated and work generated in response to a particular brief devised by the assessor.</i>	

<b>Skills Demonstration</b>	<b>40%</b>
<b>Time Allocated:</b>	
<b>Continuous Assessment throughout the duration of the Programme Module</b>	
The Learner will complete a <b>Skills Demonstration(s)</b> to include evidence that demonstrates achievement of the following Learning Outcomes: 1,2, 4, 7	
<i>The skills demonstration, may include, for example any combination of the following:</i>	
<ul style="list-style-type: none"> <li>• A Presentation</li> <li>• A Meeting</li> <li>• A Debate</li> <li>• An Interview</li> </ul>	

**This section will include**

Evidence for this assessment technique may take the form of written oral, graphic, audio, visual or digital evidence, or any combination of these (select as appropriate). Any audio, video or digital evidence must be provided in a suitable format.

All instructions for the learner must be clearly outlined in an assessment brief.

*A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.*

**12. Grading**

Distinction: 80% - 100%

Merit: 65% - 79%

Pass: 50% - 64%

Unsuccessful: 0% - 49%

At levels 4, 5 and 6 major and minor awards will be graded. The grade achieved for the major award will be determined by the grades achieved in the minor awards.

<b>Research and Study Skills 5N3113</b>	<b>Learner Marking Sheet 1 Portfolio/Collection of Work 60%</b>
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Learner's Name: \_\_\_\_\_

<b>Assessment Criteria</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<p>Portfolio/Collection of Work</p> <ul style="list-style-type: none"> <li>• Evidence of Learner Reflection on Learning process and Learning style</li> <li>• Critical Evaluation of Time and Task Management Skills by Learner</li> <li>• Critical Evaluation of Note Taking Ability and Reading and Writing Methods by Learner</li> <li>• Demonstration of Essay Planning Skills to include Essay Structure, Punctuation, Clarity of Purpose, Citation, Reference</li> <li>• Demonstration of Writing Skills to include Learning Experience and Personal Goal Setting</li> <li>• Evidence of understanding of a range of research and experimental methodologies</li> <li>• Identification of ethical issues in fieldwork such as participation, consent, privacy, confidentiality, data and other protections. Identification of ethical issues in animal research</li> </ul>	10 10 10 10 10 5 5	
<b>Total Mark</b>	<b>60</b>	

Assessor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Research and Study Skills 5N3113</b>	<b>Learner Marking Sheet 2 Skills Demonstration 40%</b>
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Learner's Name: \_\_\_\_\_

<b>Assessment Criteria</b>	<b>Maximum Mark</b>	<b>Learner Mark</b>
<b>Skills Demonstration 1</b>		
<ul style="list-style-type: none"> <li>• Evidence of Preparation and Research</li> <li>• Presentation of Findings according to established methods and structures</li> <li>• Demonstration of Coherent and Relevant Issues Discussed</li> <li>• Demonstration of Writing Ability to include clear introduction, main body content and conclusions</li> <li>• Appropriate Use of Specialist Vocabulary and Language</li> </ul>	4	
<b>Subtotal</b>	<b>20</b>	
<b>Skills Demonstration 2</b>		
<ul style="list-style-type: none"> <li>• Evidence of Preparation and Research</li> <li>• Presentation of Findings according to established methods and structures</li> <li>• Demonstration of Coherent and Relevant Issues Discussed</li> <li>• Demonstration of Writing Ability to include clear introduction, main body content and conclusions</li> <li>• Appropriate Use of Specialist Vocabulary and Language</li> </ul>	4	
<b>Subtotal</b>	<b>20</b>	
<b>Total Mark</b>	<b>40</b>	

Assessor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

External Authenticator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_