

## Unit 38: Carry out a Research Project in a Care Setting

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| <b>Level:</b>                 | 5        |
| <b>Unit type:</b>             | Optional |
| <b>Credit value:</b>          | 10       |
| <b>Guided learning hours:</b> | 30       |

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### Unit introduction

This unit supports learners in developing skills in independent enquiry and critical analysis by undertaking a sustained research investigation of direct relevance to a care setting. These skills will help learners to develop a critical and enquiring approach to practice within care settings, in order to recognise areas of required change in their own professional practice and that of others.

This unit gives you the opportunity to develop your research skills and the chance to learn how to prepare to conduct research in care settings. You will take a critical approach and recognise the ethical issues that you need to consider when embarking on a project of this nature.

You will examine potential reasons for extending the research, together with opportunities to evaluate areas for improvement when conducting further study.

## Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

| Learning outcomes |   | Assessment criteria  |
|-------------------|---|--|
| 1                 | Be able to plan a research project in a care setting        | 1.1 Select an area for the research project, justifying the choice<br>1.2 Define the aims and objectives of the research project<br>1.3 Analyse ethical considerations that apply to the area of the research project<br>1.4 Complete a literature review of chosen area of research, mapping the findings to the aims and objectives of the research<br>1.5 Implement a detailed plan for a research project in line with the aims and objectives |
| 2                 | Be able to conduct preparatory tasks for a research project | 2.1 Critically compare different types of research<br>2.2 Develop research questions to be used within the project in line with the plan<br>2.3 Evaluate a range of methods that can be used to collect data<br>2.4 Assess a range of tools that can be used to analyse data<br>2.5 Evaluate the importance of validity and reliability of data used within research   |
| 3                 | Be able to conduct a research project in a care setting     | 3.1 Evaluate sources of support while conducting a research project<br>3.2 Conduct the research using selected research methods in line with the research plan<br>3.3 Record and collate data, critically evaluating the approach used   |

| Learning outcomes |                                      | Assessment criteria |   |
|-------------------|--------------------------------------|---------------------|---|
| 4                 | Be able to present research findings | 4.1                 | Critically evaluate research findings, justifying conclusions reached |
|                   |                                      | 4.2                 | Critically compare own findings with initial literature review        |
|                   |                                      | 4.3                 | Assess potential uses for the research findings within practice       |
|                   |                                      | 4.4                 | Make justified recommendations for further research                   |

## Unit content

### What needs to be learned

#### Learning outcome 1: Be able to plan a research project in a care setting

##### Areas for research

- Work-based.
- Linked to area of personal interest.
- Selection of target group.

##### Aims and objectives

- The reasons, understanding and methods for conducting the research project:
  - identifying need
  - highlighting gaps in provision
  - planning provision
  - informing policy or practice
  - extending knowledge and understanding
  - improving practice
  - aiding reflection
  - allowing progress to be monitored
  - examining topics of contemporary importance.

##### Ethical considerations

- Safeguarding of vulnerable adults.
- Confidentiality.
- Seeking agreement with participants.
- Obtaining valid and ethical consent.
- Use of sensitive sources.
- Duty of care versus time to conduct research.
- Effect of key results on services.
- Use and misuse of data.

##### Legislation and policy

- Human Rights Act 1998.
- Data Protection Act 1998; General Data Protection Regulation 2016.
- Sector codes of practice, policies and procedures.

##### Literature review

- Journals, online and paper based.
- Text.
- Articles, online and paper based.
- Importance of validity and reliability of sources.

## What needs to be learned

### **Detailed plan**

- Identification of proposed area of research and target group.
- Hypothesis/research question.
- Action plan.
- Timescales.
- Methodology.
- Consent.
- Methods of dealing with issues and problems connected with the research process.

### **Learning outcome 2: Be able to conduct preparatory tasks for a research project**

#### **Types of research**

- Quantitative.
- Qualitative.
- Primary.
- Secondary.
- Action research.

#### **Research methods**

- Observations, including overt and covert.
- Field experiments.
- In situ experiments.
- Questionnaires.
- Surveys.
- Structured interviews.
- Unstructured interviews.
- Focus groups.
- Use of control groups.
- Use of secondary sources.

#### **Tools for data analysis**

- Statistical packages.
- Triangulation.
- Graphical representation.
- Principal component analysis.
- Correspondence analysis.

## What needs to be learned

- Discriminant analysis.
- Canonical correlation analysis.
- Cluster analysis.

### **Definition of validity**

- The degree to which a research study measures what it intends to measure. Without validity, the results are meaningless.

### **Types of validity**

- Face validity.
- Concurrent validity.
- Predictive validity.
- Construct validity.

### **Definition of reliability**

- The consistency of results when the experiment is replicated under the same conditions. Without reliability, the research cannot be expected to reproduce the same results.

## Learning outcome 3: Be able to conduct a research project in a care setting

### **Sources of support**

- Mentors.
- Senior managers.
- Peers.

### **Conducting the research project**

- Regular meetings with mentor to discuss progress.
- Ensuring that valid consent has been obtained to publish information.
- Gaining valid consent to interview vulnerable individuals.
- Recording and collating data using electronic software, written records and diaries.

## Learning outcome 4: Be able to present research findings

### **Analysis of findings**

- Graphical representation.
- Comparison between results and existing data from secondary sources.
- Use of statistical packages.
- Control groups versus experimental groups.

### **Justification of findings**

- Comparison with hypothesis.
- Research questions answered.

### What needs to be learned

- Results in line with current thinking.
- Comparison with original literature review.

### **Potential uses for research**

- Improvement of current services.
- Contribution to policies and procedures within setting and/or organisation.
- Enhancement of own professional practice.

### **Recommendations for further research**

- Extension of project into other areas of sector.
- Larger samples to provide more reliable results.

## Essential information for tutors and assessors

### Essential resources

There are no special resources needed for this unit.

### Assessment

This unit is internally assessed. To pass the unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.

Assessment decisions for learning outcomes 1, 2, 3 and 4 (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation may not be used as an assessment method for learning outcomes 1, 2, 3 and 4.

The unit is assessed by a portfolio of evidence. Further information on the requirements for portfolios is included in *Section 4 Assessment requirements*.

Wherever possible, centres should adopt a holistic and integrated approach to assessing the skills units in the qualification. This gives the assessment process greater rigour, minimises repetition and saves time. The focus should be on assessment activities generated through naturally occurring evidence in the workplace rather than on specific tasks. Taken as a whole, the evidence must show that learners meet all learning outcomes and assessment criteria over a period of time. It should be clear in the assessment records where each learning outcome and assessment criterion has been covered and achieved.



## Suggested resources

This section lists resource materials that can be used to support the delivery of the qualification.

### Books

Bryman A – *Social Research Methods, 5th edition* (Oxford University Press, 2015)  
ISBN 9780199689453

Lune H, Berg B – *Qualitative Research Methods for Social Sciences, Global Edition, 9th edition* (Pearson, 2017) ISBN 9781292164397

### Websites

[www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/The-four-main-approaches](http://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/The-four-main-approaches) Four main approaches to research

[www.communitycare.co.uk/social-care-research-journal-guide/](http://www.communitycare.co.uk/social-care-research-journal-guide/) Social care research journal guide

[www.nuffieldtrust.org.uk/search?search=&filters\\_type=search&categoriesBD=research-methods-and-evaluation](http://www.nuffieldtrust.org.uk/search?search=&filters_type=search&categoriesBD=research-methods-and-evaluation) Search for 'research methods and evaluation'