

BTEC in a Box

BTEC Nationals in Health and Social Care

Option Units

Contents

Your file contains a delivery plan, assessment packages and case study activities to support:

Unit 21 Nutrition for Health and Social Care
Unit 22 Research Methodology for Health and Social Care

Register to receive full support!

You must register your box to receive newsletters and support materials for the additional six units.

Registration is simple and full details of how to do so are included in your BTEC in a Box Option Units.

When will you receive your updates?

Updates are planned for the following dates

October 2008	Newsletter 1
December 2008	Unit 5 Fundamentals of Anatomy and Physiology for Health and Social Care Unit 10 Special Needs Unit 12 Public Health
February 2009	Newsletter 2
March 2009	Unit 26 Caring for Individuals with Additional Needs Unit 28 Working with the Elderly Unit 48 Social Policy



TOPIC Research methodology for health and social care

This topic focuses on:

- Why we do research, and the benefits to service users and their families
- Different methods and ways of conducting research
- How to identify a suitable area of study
- How to carry out research
- Ethical issues and considerations when carrying out research
- How to present findings
- How to make recommendations for the health and social care sectors

Case study	Focus	Discussion points	Activities
1	Purpose and role of research in health and social care	<ul style="list-style-type: none"> ■ Observations of service users ■ Do all politicians have good intentions when carrying out research? ■ Have we become a 'big brother' society where research is conducted at all times? ■ Do people tell the truth when they take part in research? ■ Should people be informed when research is carried out on them? ■ What is market research? 	<ul style="list-style-type: none"> ■ Learner and teacher/tutor interaction ■ Discussion ■ Group work ■ Feedback ■ Questions and answers ■ Assignment 1 (P1) ■ Interviews ■ Research ■ Fact sheet
2	Research methodology	<ul style="list-style-type: none"> ■ Are some methods of research more appropriate than others? ■ What are the advantages and disadvantages of different methods used? 	<ul style="list-style-type: none"> ■ Learner and teacher/tutor interaction ■ Discussions ■ Group work ■ Feedback

unit overview



		<ul style="list-style-type: none"> ■ What is meant by 'triangulation'? ■ Does using a range of research methodologies in the same research project make results more valid? ■ Will time and deadlines have an impact on the types of research you can do? 	<ul style="list-style-type: none"> ■ Questions and answers ■ Research
3	Choosing a topic	<ul style="list-style-type: none"> ■ What is meant by the term 'scope of the research'? ■ Will some topics dictate the methods used? ■ What is meant by 'covert participation'? ■ Is quantitative research more scientific than qualitative? ■ Why is it important to focus when doing research? 	<ul style="list-style-type: none"> ■ Learner and teacher/tutor interaction ■ Recall ■ Discussions ■ Project proposal ■ Narrowing down ■ Questions and answers
4	Interviews and questionnaires	<ul style="list-style-type: none"> ■ Why is it important to put people at ease when you interview them? ■ Why is it important to keep questions as simple as possible? ■ Why are listening skills important when carrying out research? ■ Should you ask leading questions? 	<ul style="list-style-type: none"> ■ Teacher/tutor input ■ Learner and teacher/tutor interaction ■ Discussions ■ Group work ■ Feedback ■ Questions and answers ■ Role play ■ Question design ■ Case studies



5	Presenting your findings	<ul style="list-style-type: none"> ■ Should we be 'economical with the truth' when doing research? ■ Why is confidentiality important? ■ Should we carry out research on non-consenting people? ■ What are the consequences of carrying out non-consenting research? ■ What is a placebo? ■ Who should give permission to involve children or vulnerable adults in research? ■ Why is it important to reassure individuals when involving them in research? 	<ul style="list-style-type: none"> ■ Learner and teacher/tutor interaction ■ Lectures ■ Discussions ■ Group work ■ Feedback ■ Pie chart ■ Bar charts ■ Graphs ■ Glossary ■ Fact sheet
6	Evaluation	<ul style="list-style-type: none"> ■ Should researchers tamper with their results if their findings fail to support their research question or hypothesis? ■ Why is it important to identify areas of concern in research? ■ What is a variable and how does this impact on research? ■ Why is it important that your research supports other people's findings? 	<ul style="list-style-type: none"> ■ Learner and teacher/tutor interaction ■ Lectures ■ Discussions ■ Group work ■ Feedback ■ Peer review ■ Fact sheet
Assignment 1	Purpose and role of research in health and social care		
Assignment 2	Research project		



TOPIC **Introduction to unit: Research methodology for health and social care**

- LEARNING OBJECTIVES
- LO1 Understand the purpose and role of research within health and social care
 - LO2 Understand the research methodologies relevant to health and social care
 - LO3 Be able to identify a suitable topic and produce a plan for a research proposal
 - LO4 Be able to conduct the research and present the findings
 - LO5 Be able to evaluate the research project
 - LO6 Understand the implications of and ethical issues related to using research in health and social care

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This topic focuses on a general introduction to the unit, including the following:</p> <p>The purpose and role of research in health and social care.</p> <p>Different research methods, including: primary methods - observations, questionnaires, surveys, interviews, quantitative and qualitative methods, and samples (random samples, systematic samples); and</p>	<p>Learner and teacher/tutor interaction</p> <p>Discussion</p> <p>Group work</p> <p>Feedback</p> <p>Questions and answers</p> <p>Assignments 1 and 2</p> <p>Statistics</p>	<p>School/college-devised booklet containing: breakdown of scheme of work; assignment handout and submission dates; library resources; URLs of web links; a glossary of terms; and useful videos and current TV programmes.</p> <p>This session will introduce the principles of research generally. You will need to get learners to start thinking about an area of research they would like to explore.</p> <p>Learners will need to be allocated time and space in this unit to carry out their research. Not all the sessions in this unit will be face to face with the whole group.</p>	<p>Assignment 1</p> <p>Assignment 2</p>

delivery plan



secondary - newspapers, books, magazines, publications, the internet, people, organisations, media, literature reviews, case studies, experiments, and action research.

How to gather, present and examine research information, including: identification of topic, hypothesis, design, collecting information, analysis and evaluation, pie charts, bar charts, line graphs, histograms, scatter grams and data handling.

Implications and ethical issues in carrying out and using research.

Advantages and disadvantages of different methods, inappropriate methods, misinterpretation of data, and issues of confidentiality and permission.

Legislation which is relevant to research, such as: Data Protection Act, Freedom of Information Act, and Human Rights Act.

Recent and relevant research

Previous learning in other units

Learners will need support throughout this unit. **You will need to conduct regular tutorials with learners on a one-to-one basis.** Learners will need to feel confident in analysing their findings and evaluating their research. You will need to monitor their progress throughout, and ensure that they are carrying out their research to the deadlines set.

Learners will need to reflect on learning that has taken place in other units. They will need to recall and use different theoretical contributions and recent and relevant research in the chosen area of study.

Advise learners to buy or loan from the library a suitable book on how to carry out research.

Resources:

Bell, J. (1993) Doing your Research Project - Open University Press

Blaxter, L., Hughes, C. and Tight, M. (1996) How to Research - Open University Press

Hucker, K. (2001) Research Methods in Health, Care and Early Years - Heinemann

www.rand.org/uk/research_areas

www.statistics.gov.uk

delivery plan



TOPIC Purpose and role of research in health and social care

LEARNING OBJECTIVE LO1 Understand the purpose and role of research within health and social care

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This topic focuses on the purpose, role and process of research in health and social care.</p> <p>Learners should explore purposes such as: discipline-orientated research; constructing, testing and refining theory; identifying need; providing further knowledge; highlighting gaps in provision; informing policy and practice; extending knowledge and understanding; improving practice; aiding reflection; allowing progress to be monitored; and examining topics of contemporary importance, such as obesity.</p> <p>Learners will need to explore the different people who do research and why - universities, private research companies, public services or voluntary groups, and research commissioned by the</p>	<p>Learner and teacher/tutor interaction</p> <p>Discussion</p> <p>Group work</p> <p>Feedback</p> <p>Questions and answers</p> <p>Case study 1</p> <p>Assignment 1 (P1)</p> <p>Examples of research in health and social care</p> <p>Visiting speaker (someone who has done or is doing research)</p>	<p>It is essential that you introduce Assignment 1 (P1) in this session. Learners will need to demonstrate that they understand the purpose and role of research in health and social care. Ask learners to look at research they have explored in previous units. Ask them to identify why the research was done and how the research changed practice.</p> <p>Invite a visiting speaker in from a local university. Get them to discuss the research they have been involved in previously or what research they are doing now. The speaker could present a piece of research and discuss the methodology, findings and implications, enabling learners to gain an insight into the research process. Learners could work in small groups to research which questions to ask speakers, using books and the internet.</p>	<p>Case study 1</p> <p>Assignment 1 (P1)</p>

delivery plan



government. They should also explore issues of funding for research.

They should also explore the process of research: choosing a topic, identifying a research question and hypothesis, producing a plan/proposal with deadlines, designing the methods, identifying previous research in this area, collecting information, presenting information, analysing information, and evaluating and discussing research.

delivery plan



TOPIC **Research methodology – primary and secondary research**

LEARNING OBJECTIVE **LO2 Understand the research methodologies relevant to health and social care**

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This topic focuses on different methods of doing research, including pure, basic and applied research, and should include the following content:</p> <p>Primary methods: qualitative and quantitative; exploratory, descriptive, causal, experimental/inferential; observations, questionnaires, surveys, interviews (structured, semi-structured, quantitative and qualitative); samples (random samples, systematic samples); focus groups, pilot studies, clusters.</p> <p>Secondary methods: internal and external sources, government and organisational sources, census data, newspapers, books, magazines, publications, the internet, people, organisations, media, literature reviews, case studies, observations, experiments, action research,</p>	<p>Learner and teacher/tutor interaction</p> <p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Feedback</p> <p>Questions and answers</p> <p>Case study 2</p> <p>Assignment 1 (P2)</p> <p>Internet research</p>	<p>It is essential that you introduce Assignment 1 (P2) in this session. Learners will need to provide evidence that they understand the key elements of research methodologies.</p> <p>Rand (www.rand.org/research_areas/children) is a research organisation which provides information about research around the world on a wide range of topic areas. Ask learners to search this engine and look at the different methods that have been used for different research topics.</p> <p>Show learners different types of research and ask them to identify the methods used. Ask learners to explore whether the methods used where appropriate.</p> <p>Using videos of research previously undertaken (or referring back to the videos they have seen), ask learners to look at the methods used and the problems associated with this research, and ask them to consider the ethical implications of doing research in this way.</p>	<p>Case study 2</p> <p>Assignment 1 (P2)</p>

delivery plan

museums, TV, longitudinal research,
cross-sectional research.

Advantages and disadvantages of
different methods, inappropriate
methods, misinterpretation of data,
and issues of confidentiality and
permission,

Legislation relevant to research,
such as: Data Protection Act,
Freedom of Information Act, Human
Rights Act.

delivery plan



TOPIC Choosing a topic

LEARNING OBJECTIVE LO3 Be able to identify a suitable topic and produce a plan for a research proposal

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This topic focuses on key issues when choosing a topic for research. Learners will need to understand what is meant by the terms hypothesis, experimental hypothesis and null hypothesis. Learners will need to explore the suitability of the topic in relation to health and social care.</p> <p>Learners will need to look at: aims and objectives; rationale; target groups; suitable methods and appropriate methodologies, including size of sample and type (random, systematic, stratified, quota, opportunity, voluntary and snowball sampling); availability of resources and expertise; the ease in which you can access data; and timescales.</p> <p>Learners will need to look at topics that interest them, and they will need to identify how much they</p>	<p>Teacher/tutor input</p> <p>Learner and teacher/tutor interaction</p> <p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Feedback</p> <p>Questions and answers</p> <p>Case study 3</p> <p>Assignment 2 (P3, M1)</p> <p>Library</p> <p>Internet research</p> <p>Journals</p> <p>Books</p> <p>Articles</p>	<p>Learners will need support in choosing a topic and the appropriate methods used to research into this area. You can either let learners choose a topic or provide them with a range of subjects to choose from.</p> <p>Learners will need to be realistic in the area of study and the methods used. It is often thought that triangulation (using a lot of different research methods in the same study) increases the validity of findings. However, for learners at this level the generation of lots of data can cause confusion. Encourage learners to be focused and realistic. They only have a limited time span.</p> <p>It is essential that learners are given Assignment 2 (P3, M1) at this session. Learners will need to identify and plan a research topic and carry out a literature review.</p> <p>Learners will need to explore what is meant by a project proposal. Ask learners to complete a proposal using the following headings:</p> <p>What - the area of study</p> <p>How - methods and techniques used to gain information</p> <p>With whom - who you will need to interview, see etc.</p>	<p>Case study 3</p> <p>Assignment 2 (P3, M1)</p>

delivery plan

know about the topic already, and how difficult it is likely to be (the scope - research needs to be realistic and at the level of the qualifications). Learners will need to understand how to write a research proposal, which includes: a title, background clarifying its importance, methodology, secondary research in this area, and a timescale.

Within a deadline - when you need to finish

Learners will need to have access to the library and the internet in this session to carry out a literature review in their chosen area. They will need guidance on different documents that are available, such as: books, journals, market research, newspaper articles, conferences, official and legal publications, etc.

UK Libraries Plus allows people to use other libraries in the UK. See www.uklibrariesplus.ac.uk.



TOPIC Questionnaires and interviews

LEARNING OBJECTIVE LO2 Understand the research methodologies relevant to health and social care

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This topic focuses on research methods such as interviews and questionnaires. Learners will need to look at surveys, postal questionnaires, and different question types (open and closed questions, category questions, information gathering questions, ranking questions, scale questions),</p> <p>Learners will also need to look at interviews: structured, semi-structured, open-ended interviews, note taking, tape recordings, confidentiality, and permission.</p> <p>Learners will need to explore the advantages and disadvantages of different methods used.</p>	<p>Teacher/tutor input</p> <p>Learner and teacher/tutor interaction</p> <p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Feedback</p> <p>Questions and answers</p> <p>Case study 4</p> <p>Assignment 1 (P2)</p> <p>Surveys in magazines</p> <p>Role play</p>	<p>Learners will need time to develop research tools for their study. They will need to practise designing questions and the skills of interviewing.</p> <p>Ask learners to collect questionnaires from magazines and evaluate the effectiveness of questions asked.</p> <p>Ask learners to design interview questions and questionnaires for their study. Ask learners to practise using their questions with other learners, adapting them to ensure clarity.</p> <p>Ask learner to role play interviews so that they can practise their interview skills with each other.</p>	<p>Case study 4</p> <p>Assignment 1 (P2)</p>



TOPIC **Ethical considerations**

LEARNING OBJECTIVE **LO6 Understand the implications of and ethical issues related to using research in health and social care**

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This topic focuses on the ethical issues in research. Learners will need to understand the principles of confidentiality, permission, and parental consent.</p> <p>Learners will need to look at legislation relating to research, such as: Data Protection Act, Freedom of Information Act, and Human Rights Act.</p> <p>Learners will also need to look at: use of inappropriate methods e.g. where not valid or reliable; unrepresentative samples - e.g. sample may be too small, or may be biased; inaccurate recording of information - e.g. questions are misunderstood; and inappropriate presentation of data.</p> <p>Learners will need to understand</p>	<p>Teacher/tutor input</p> <p>Learner and teacher/tutor interaction</p> <p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Feedback</p> <p>Questions and answers</p> <p>Case study 5</p> <p>Assignment 2 (M2)</p> <p>Research</p>	<p>It is essential that learners understand the law concerning the rights of individuals. It is important that learners understand they need to obtain permission to carry out their research either from individuals themselves, or in the case of small children or vulnerable adults, the consent of their parents/carers.</p> <p>Use examples of research that may not be ethical, such as experiments on animals or experiments on adults who do not now they are being observed or watched, to reinforce learning. Put learners in groups and ask them to identify why this research might be unethical. Explore the values and assumptions of learners themselves and how this might impact on the research they carry out.</p> <p>Explore how statistical information may be misinterpreted depending on how you look at the research. Ask learners to look at the book demystifying statistics to explore inappropriate presentations.</p> <p>Use government statistical data and ask learners to identify some of the problems associated with this data; for example, women who are claiming benefits are</p>	<p>Case study 5</p> <p>Assignment 2 (M2)</p>

delivery plan



what is meant by the terms **validity** and **reliability**.

Learners will need to look at the principles of ethical research, including concepts such as: telling the truth, deception, fairness, humane research, reassurance, authenticity (not plagiarising other people's work), bias and who commissions the research.

unlikely to declare that they have a partner living with them, etc.

www.statistics.gov.uk



TOPIC **Presentation of findings**

LEARNING OBJECTIVE LO4 Be able to conduct the research and present the findings

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This topic focuses on how to present findings.</p> <p>Learners will need to understand how to present their overall research project with clear sections and chapters.</p> <p>Learners will need to understand how to do: pie charts, bar charts, line graphs, frequency distributions, scatter grams, and tables.</p> <p>Learners will need to understand what is meant by the terms: triangulation, percentage, mean, median, mode and standard deviation.</p> <p>Learners will need to understand how to present findings using computer software.</p>	<p>Teacher/tutor input</p> <p>Learner and teacher/tutor interaction</p> <p>Lecture</p> <p>Discussion</p> <p>Group work</p> <p>Feedback</p> <p>Case study 5</p> <p>Assignment 2 (P4, P5)</p> <p>IT equipment</p>	<p>Some learners may find this session difficult and will need constant support and reassurance.</p> <p>You may need to cover basic mathematical skills such as how to calculate percentages.</p> <p>Learners will need access, time and support with computer software packages so that they can present their findings using, for example, graphs, pie charts and frequency distributions.</p> <p>Ask learners to experiment with different ways of presenting their data and identifying which method is best.</p>	<p>Case study 5</p> <p>Assignment 2 (P4, P5)</p>

delivery plan



TOPIC Evaluating research findings

LEARNING OBJECTIVE LO5 Be able to evaluate the research project

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This topic focuses on how to evaluate research.</p> <p>Learners will need to understand the following issues: comparison of findings with the hypothesis - did it match or were there tensions, was the hypothesis proven or disproved?; relationship of findings to results of other people's research - do they support each other or do they have different and opposing views, has your research identified something new?; identification of the limitations of the research undertaken - time, participant input; ethical issues, confidentiality, bias, and error; question design - did it work, did it get the information required?; potential areas for further development of research; recommendations for practitioners, policy-makers, practice and service users and their families.</p>	<p>Learner and teacher/tutor interaction</p> <p>Lectures</p> <p>Discussion</p> <p>Group work</p> <p>Feedback</p> <p>Questions and answers</p> <p>Case study 6</p> <p>Assignment 2 (P5, P7, M3, M4, D1, D2)</p>	<p>This is the most skilled part of the research project. Learners will need support when drawing conclusions from the research undertaken. They will need to link all of the data together and refer back to their hypothesis and previous research in this area.</p> <p>Learners will need to be allocated time to word process their findings. Show learners examples of previous research undertaken by other learners so that they can begin to understand how to link and present their work.</p> <p>It is important that learners understand that problems identified when doing the research are not a weakness or a reflection on themselves. Research is a process and it takes a more skilled researcher to identify problems and areas of concern.</p> <p>Learners will need support and encouragement not to tamper with their results if their findings fail to support their research question or hypothesis.</p> <p>Ask learners to talk to those that were involved in their research to identify whether they agree with their findings.</p>	<p>Case study 6</p> <p>Assignment 2 (P5, P7, M3, M4, D1, D2)</p>



TOPIC **End of unit evaluation: Research methodology for health and social care**

LEARNING OBJECTIVE L01 Understand the purpose and role of research within health and social care

L02 Understand the research methodologies relevant to health and social care

L03 Be able to identify a suitable topic and produce a plan for a research proposal

L04 Be able to conduct the research and present the findings

L05 Be able to evaluate the research project

L06 Understand the implications of and ethical issues related to using research in health and social care

<i>Topic information</i>	<i>Delivery methods</i>	<i>Guidance</i>	<i>Box content</i>
<p>This topic focuses on the end of unit evaluation.</p> <p>Learners will need to evaluate what they have learnt, what skills have been improved, how they have developed, and what would they do differently in the future.</p> <p>They should also consider: what could they have done better, and what do they need to do now to</p>	<p>Teacher/tutor input</p> <p>Question and answers</p> <p>Group work</p> <p>Discussions</p> <p>End of unit evaluation form</p> <p>Reflection on own learning</p> <p>Assignments 1 and 2</p>	<p>Evaluate your own delivery of the unit - ask learners how they liked the unit and the delivery. Ask them how you as a teacher/tutor could improve this for learners in the future.</p> <p>Devise an end of unit evaluation form that can be used with learners at the end of each unit.</p> <p>Ask learners to devise a quiz and test each other on the learning they have done throughout this unit.</p>	<p>Assignments 1 and 2</p>



improve their skills for the future.

They should explore: how could the teaching be improved for future learners of this unit, what the learners enjoyed most, and what they found least useful.

Additional resources

Books:

Bell, J.(1993) Doing your Research Project - Open University Press

Blaxter, L., Hughes, C. and Tight, M. (1996) How to Research - Open University Press

Hucker, K. (2001) Research Methods in Health, Care and Early Years - Heinemann

Websites:

www.rand.org/uk/research_areas

www.statistics.gov.uk

www.doh.gov.uk/ih

www.cwdc.org.uk

www.skillsforhealth.org.uk

www.who.int

www.crimereduction.gov.uk

www.food.gov.uk

www.ncac.gov.uk

www.nncc.org.uk

www.resus.org.uk

www.sirenfilms.co.uk

www.welltown.gov.uk

assignment package contents



Assignment 1: Purpose and role of research in health and social care

Page 2

Assignment 2: Research project

Page 6

EVIDENCE ACTIVITIES ARE ALSO AVAILABLE IN BTEC NATIONAL: HEALTH AND SOCIAL CARE STUDENT BOOK 3 ISBN: 978-1-40586-812-9



ASSIGNMENT TITLE **Purpose and role of research in health and social care**

LEARNER'S NAME		ASSESSOR'S NAME		
DATE ISSUED	COMPLETION DATE		SUBMITTED ON	
<i>Reference number for specification criteria</i>	<i>Grading criteria</i>	<i>Date achieved</i>	<i>Evidence</i>	<i>Comments/Feedback from assessor</i>
P1	explain the purpose and role of research for the health and social care sectors			
P2	describe the key elements of research methodologies			

Learner declaration

I declare that all the work submitted for this assignment is my own work or, in the case of group work, the work of myself and the other members of the group in which I worked, and that no part of it has been copied from any source.

I understand that if any part of the work submitted for this assignment is found to be plagiarised, none of the work submitted will be allowed to count towards the assessment of the assignment.

Signed:

Date:



Purpose and role of research in health and social care

ASSIGNMENT OBJECTIVES

In this assignment you will need to show that you meet the following objectives:

- LO 1 Understand the purpose and role of research within health and social care
- LO 2 Understand the research methodologies relevant to health and social care

TASK INTRODUCTION

You have just completed your BTEC and you are pleased to have been awarded a distinction for your research project. Your ex-teacher/tutor has invited you in to give a talk to new learners who are about to start doing their research projects. Prepare a PowerPoint presentation that you could deliver on the role and purpose of research in health and social care, and identify the different research methods that could be used by these learners.

Task 1 (P1)

Produce a PowerPoint presentation for the class which identifies the purpose and role of research in health and social care.

Task 2 (P2)

Produce a set of slides which look at the key elements of research methodologies.

GRADING CRITERION/CRITERIA COVERED

P1 Explain the purpose and role of research for the health and social care sectors

P2 Describe the key elements of research methodologies

GUIDANCE NOTES

Throughout this unit you will have gathered all the information that you will need for this assignment. Case studies and discussions have been designed so that you have enough information for you to complete this task. When compiling your work, make sure that you identify your sources (where you got your information from, such as books, journals and the internet).

Task 1 (P1)

Case study 1 will help you with this task. You will need to chart factually the purpose and role of doing research in health and social care. You will need to include and explain purposes of research, such as: discipline-orientated research; constructing, testing and refining theory; identifying need; providing further knowledge; highlighting gaps in provision; informing policy and practice; extending knowledge and understanding.

Task 2 (P2)

Case study 2 will help with this task. You will look at a range of research methodologies, including both primary and secondary methods.



Purpose and role of research in health and social care

ASSIGNMENT OBJECTIVES

For this assignment learners should demonstrate that they can meet the following objectives:

- LO 1 Understand the purpose and role of research within health and social care
- LO 2 Understand the research methodologies relevant to health and social care

WHAT YOUR LEARNERS WILL DO IN THIS ASSIGNMENT

Task introduction

You have just completed your BTEC and you are pleased to have been awarded a distinction for your research project. Your ex-teacher/tutor has invited you in to give a talk to new learners who are about to start doing their research projects. Prepare a PowerPoint presentation that you could deliver on the role and purpose of research in health and social care, and identify the different research methods that could be used by these learners.

Task 1 (P1)

Produce a PowerPoint presentation for the class which identifies the purpose and role of research in health and social care.

Task 2 (P2)

Produce a set of slides which look at the key elements of research methodologies.

WHAT THEY WILL LEARN IN THIS ASSIGNMENT

Through this assignment your learners will learn the importance and role of research in health and social care. They will gain an understanding of the different methods used when conducting research.

GRADING CRITERION/CRITERIA COVERED

- P1 Explain the purpose and role of research for the health and social care sectors
- P2 Describe the key elements of research methodologies

GUIDANCE NOTES

It is essential that you give learners key deadlines for the evidence requirements in this assignment.

GRADING COMMENTS

At Level 3, learners should have a comprehensive knowledge and understanding of the subject matter. In academic subjects learners normally compare one theory against another; however in vocational areas, learners need to apply theory to practice. Learners should be able to communicate and record information clearly and identify sources of evidence. When marking and grading this piece of work you should take the following into account.



Task 1 (P1)

When marking this criterion, you need to ensure that learners have included purposes such as: discipline-orientated research; constructing, testing and refining theory; identifying need; providing further knowledge; highlighting gaps in provision; informing policy and practice; extending knowledge and understanding; improving practice; aiding reflection; allowing progress to be monitored; examining topics of contemporary importance.

Task 2 (P2)

When marking this criterion, you need to ensure that learners have looked at a range of research methods:

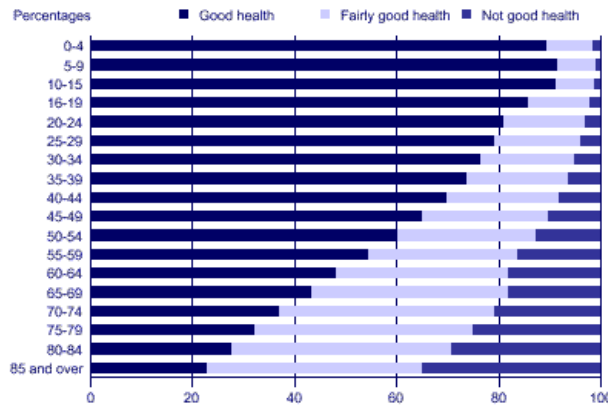
Primary methods: qualitative and quantitative; exploratory, descriptive, causal, experimental/inferential; observations, questionnaires, surveys, interviews (structured, semi-structured, quantitative and qualitative); samples (random samples, systematic samples); focus groups, pilot studies, clusters.

Secondary methods: internal and external sources, government and organisational sources, census data, newspapers, books, magazines, publications, the internet, people, organisations, media, literature reviews, case studies, observations, experiments, action research, museums, TV, longitudinal research, cross-sectional research.



1. Purpose and role of research

General Health



Self-assessed general health: by age, 2001, UK

In the 2001 Census, 40 million out of the 59 million people living in the UK rated their general health in the last year as 'good', a further 13 million rated it as 'fairly good', and 6 million people rated their health as 'not good'. Children (aged 0 to 15) had the highest rate of 'good' general health at over 90 per cent, with an additional 8 per cent rating their general health as 'fairly good'. Rates of 'good' health decrease steadily with age with corresponding increases in rates of 'fairly good' and 'not good' health. While individuals aged 65 and over account for just 16 per cent of the population, they represent 40 per cent of all those who rate themselves as in 'not good' health.

Men were more likely than women to report 'good' health, with rates of 74 per cent and 71 per cent respectively. The overall difference between the sexes in rates of 'not good' health was just 1 percentage point (7 per cent and 8 per cent respectively) once the age distribution of the population was taken into account. Rates of 'not good' health varied between 8 per cent in England to 11 per cent in Northern Ireland; rates for Scotland and Wales were 9 and 10 per cent respectively. Variation between rates of 'not good' health between Government Office Regions (GORs) in England was wider, with a clear north-south divide. The GORs with the lowest rates of 'not good' health were the South East and East (6 per cent) and the highest were the North East and North West (10 per cent). There were substantial variations in reported health status by social group. Among those in employment, rates of 'not good' health for people in routine occupations were more than double those for people in higher



managerial and professional occupations (8.6 per cent and 3.4 per cent respectively). Those who had never worked or were long-term unemployed had even higher rates of 'not good' health (18.5 per cent). Other indicators of social position, such as housing tenure, also point to a social divide in health status. In 2001 those living in social housing had the highest rates of 'not good' health, twice as high as those who rent privately and three times higher than owner-occupiers.

Sources: Census 2001, Office for National Statistics; Census 2001, General Register Office for Scotland; Census 2001, Northern Ireland Statistics and Research Agency

activities

Task 1a

In pairs, read the research above and identify why we need this information. What will politicians and health professionals use this information for?

Task 1b

Discuss with another learner whether you think this research represents the health of the nation. Give reasons for your answers.

Task 1c

Produce an information sheet for service users and practitioners in your work placement informing them of the research you are about to conduct and the purpose and role of research in health and social care.

Task 1d

Make a list of some of the reasons why people in the placement setting may not want to partake in your research.

Task 1e

A glossary is a useful document that should help you remember and understand the meaning of different words and concepts that are new to you. In pairs, look at the following words and provide a definition of what they mean. Every time you hear a new word you should update your glossary to help you study.

primary research, secondary research, validity, observations, questionnaires, surveys, interviews, quantitative, qualitative, random samples, systematic samples, hypothesis

Questions to ask in work setting

- Do they do any research in the setting, and if so, why?
- Do any other organisations ask them if they can do research on service users who use the setting?

case study



- Do they look at recent and relevant research in health and social care, and if so, how does research impact on their practice?

points for discussion

- Are observations which are carried out on service users 'research'?
 - Do all politicians have good intentions when carrying out research?
 - Have we become a 'big brother' society where research is conducted at all times?
 - Do people tell the truth when they take part in research?
 - Should people be informed when research is carried out on them?
 - What is market research?
-