**Unit Outline**

PUBH2002 The Inquiring Social Work Practitioner  
Semester 2, 2016

<table>
<thead>
<tr>
<th>Unit study package code:</th>
<th>PUBH2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of study:</td>
<td>Internal</td>
</tr>
</tbody>
</table>
| Tuition pattern summary: | Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.  
Lecture: 1 x 1 Hours Weekly  
Workshop: 1 x 2 Hours Weekly  
This unit does not have a fieldwork component. |
| Credit Value:            | 25.0     |
| Pre-requisite units:     | 312016 (v.0) Citizenship, Culture and Diversity 241 or any previous version  
OR  
1638 (v.0) Behavioural Science 171 or any previous version  
OR  
SCWK2001 (v.0) Citizenship, Culture and Diversity or any previous version  
AND  
314512 (v.0) Evidence Informed Health Practice 130 or any previous version  
OR  
313390 (v.0) Evidence Informed Health Practice 100 or any previous version  
OR  
312021 (v.0) Research Methods for Social Workers 241 or any previous version  
OR  
CMHL1001 (v.0) Evidence Informed Health Practice or any previous version |
| Co-requisite units:      | Nil      |
| Anti-requisite units:    | Nil      |
| Result type:             | Grade/Mark |
| Approved incidental fees:| Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details. |
| Unit coordinator:        | Title: Dr  
Name: Angela Barns  
Phone: +61 8 9266 7185  
Email: A.Barns@curtin.edu.au  
Location: Building: 401 - Room: 358 |
| Teaching Staff:          | Name: Dr Christina Fernandes  
Phone: +61 8 9266 7330  
Email: C.Fernandes@curtin.edu.au  
Location: Building: 401 - Room: 228 |
| Administrative contact:  | Name: Kerrylyn Johnston |
Acknowledgement of Country

We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus

This unit examines philosophy of social research focusing on interpretive inquiry. Students will learn to gather information in naturalistic settings and engage in making meaning from observations and information. Research ethics in social work practice will underpin the unit. Students will develop critical reflexivity and positioning as researchers. Research and its relevance to social work practice are central to this unit.
Introduction

The Inquiring Social Work Practitioner will introduce you to qualitative research, emphasising its usefulness and importance within and for social work practice. Whatever the field or setting of practice, an integral part of our work is gaining an in-depth understanding of the experiences of the people we work with, the issues at play and the context in which realities are created and recreated. A critical part of social work practice is listening to the stories of clients and exploring the meanings and understandings informing the experiences they have described. The practices of listening, dialoguing, reflecting and meaning making are all activities associated with qualitative research.

Over the coming semester you will have the opportunity to explore the synergies between social work practice and qualitative research. The final assessment has been designed to provide you with a ‘hands-on’ experience of qualitative research as a means of highlighting the practice-research nexus. On the successful completion of the unit you will have a developing understanding of qualitative research and interpretive inquiry and the methods used to explore the social world. You will also have a working knowledge and developing skill base in active listening, dialogue and reflexivity. These practices are integral to ethical and professional social work.

Thanks for the feedback Class of 2015!

Feedback from the 2015 EVALUate provided positive comments alongside areas / issues for development. We appreciate the feedback provided by the ‘Class of 2015’ and in keeping with the Teaching Team’s commitment to transparent practice, the issues requiring attention and our responses are identified below.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Response</th>
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</table>

ATTENDANCE REQUIREMENTS

Students are expected to attend all tutorials/workshops. This is in accordance with accreditation requirements in ensuring you meet the course learning outcomes.
Attendance is taken into account at the Board of Examiners where your results are approved. Unexplained absences may be taken into account when determining if you have met the unit learning outcomes and suitability for a supplementary exam. Please check your unit outline to see if you are eligible for a supplementary exam as some units do not offer supplementary exams.

If you are unable to attend your scheduled tutorial please advise the Tutor of your absence. If you fail to attend classes, you cannot expect the Lecturer or Tutor to brief you on what you have missed. Punctuality is expected. It is unprofessional behaviour to arrive late.

Unit Learning Outcomes

All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Explain the nature of interpretive inquiry</td>
<td>📚</td>
</tr>
<tr>
<td>2 Demonstrate information gathering skills</td>
<td>🎨</td>
</tr>
<tr>
<td>3 Critically interpret qualitative research information</td>
<td>🗯️</td>
</tr>
<tr>
<td>4 Relate social work ethical practice to social inquiry</td>
<td>⌚️</td>
</tr>
</tbody>
</table>

Curtin’s Graduate Attributes

<table>
<thead>
<tr>
<th>📚 Apply discipline knowledge</th>
<th>🎨 Thinking skills (use analytical skills to solve problems)</th>
<th>🗯️ Information skills (confidence to investigate new ideas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>🎨 Technology skills</td>
<td>🗯️ Learning how to learn (apply principles learnt to new situations) (confidence to tackle unfamiliar problems)</td>
</tr>
<tr>
<td>International perspective (value the perspectives of others)</td>
<td>🛠 Cultural understanding (value the perspectives of others)</td>
<td>🛠 Professional Skills (work independently and as a team) (plan own work)</td>
</tr>
</tbody>
</table>

Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: ctl.curtin.edu.au

Learning Activities

The learning activities provided in this Unit are intended to contribute to your development as self-directed and active learners. The lectures, workshops, readings and related materials on Black Board (BB) form a package for learning, developed specifically to meet your needs as emerging qualitative researchers.

We remind you that in the social work program ALL units are sites of professional practice. We therefore ask that in all your interactions you...

Respect the views of others  
Critique rather than criticise  
Listen rather than just hear.

The following section outlines the main teaching and learning sites used in this Unit. Please familiarise yourself with the Unit’s individual resources and format.
(a) Blackboard (BB): This unit will use BB consistently and frequently throughout the semester. Lectures, workshop materials, references, additional readings and resources will be placed on BB during semester. Students are asked to login to BB at least twice a week.

(b) Readings: The reading material provided in this unit is not optional! That is, you are expected to read your weekly reading material before the lecture (and definitely before the workshop). Lectures and workshops draw heavily from the reading material; readings are used as a source of information and evidence. Weekly readings have been carefully selected by the teaching team keeping in mind the need to balance the instructional (how to) with the interesting and insightful!

(c) Lectures: Each lecture introduces the topic for the week in an interactive and engaged style. Lectures provide an overview of a specific issue, complementing the reading materials identified on BB. The issues raised in the lecture are explored in further detail during the weekly workshop. Please refer to the program calendar at the end of the Unit Outline for details of the lectures.

(d) Workshops: These weekly spaces are for student-led peer discussion, and through hands-on, skills-based activities. Your workshop tutor is a facilitator and a guide with particular expertise as a social worker / qualitative researcher.

Recognising the demands of everyday life: While we recognise the impact of the demands of everyday life, as an active learner and emerging professional, you are expected to:

1. Read the weekly readings before the lecture (and definitely before the workshop!)
2. Attend the lecture or watch /listen to the lecture before your workshop
3. Engage with the workshop activities
4. Undertake all assessments
5. Enjoy the learning experience!

The Teaching Team looks forward to engaging with you throughout the semester.

Assessment
Assessment schedule

<table>
<thead>
<tr>
<th>Task</th>
<th>Value %</th>
<th>Date Due</th>
<th>Unit Learning Outcome(s) Assessed</th>
</tr>
</thead>
</table>
| Key Learning Paper         | 30 percent | Week: 4  
Day: Friday 26 August  
Time: 5pm | 1,4                                          |
| Critical Review of Literature | 30 percent | Week: 10  
Day: Monday 3 October, 2016  
Time: 5pm | 2,3                                          |
| Report (1500 words)        | 40 percent | Week: 14  
Day: Friday 4 November, 2016  
Time: 5pm | 1,2,3,4                                       |

Detailed information on assessment tasks

1. **Assessment 1: Key Learning Paper (30%)**

   This first assessment uses a Question & Answer format to explore the relationship between qualitative research and social work practice. In particular you are asked to identify and explain the significance of qualitative research for social work practice. In answering the assessment questions you will need to draw on the first four (4) weeks’ unit material including each of the four (4) readings / references identified on Black Board.

   In 900 words (total) please address the following questions:

   1. Describe qualitative research
2. Identify and describe the ways in which qualitative research contributes to social work ‘knowing’?
3. How are ethical concepts applied to qualitative research in social work?
4. Provide an example of qualitative research - in this section you are asked to provide the workings of a qualitative research project which you have been developing over the past few weeks during workshops.

Further details explaining this assessment are available on BB.

2. Assessment 2: Critical Review of the Literature (30%)

What is this assessment about?
Learning to find, read and appraise published research material is an essential academic skill and one that is fundamental to social work research and practice. It is through the process of critical review that new ways of working and understanding are incorporated into social work practice. This assessment provides students with the opportunity to demonstrate their ability to analyse and evaluate published research and assess its relevance to their research / practice needs.

Assessment task
Find and critically review two (2) qualitative research articles on the following topic:

What factors shaped students’ decisions to study social work?

Complete one Critical Review Form [provided on Black Board] for each article.

Word count: 2000 words approx. [1000 words per article review - please note that the word count may vary depending upon the article being reviewed]

The Critical Review Form

The Critical Review Form designed for this assessment provides a detailed inventory for students to use in critically evaluating and assessing the components of a qualitative research project. In undertaking this appraisal students will become familiar with the different stages in a qualitative research project, learn to assess the information provided in describing the research process and to evaluate the stated findings / outcomes in terms of meeting the research aim/s.

A set of Guidelines has been developed to accompany the Critical Review. You will find these Guidelines on BB.

- Further information is available on Black Board.

3. Assessment 3: Report

Reporting on the processes and findings of qualitative research is a key component of undertaking any research within social work / human services. Research reports provide an account of the research process, the research findings and can identify recommendations and/or areas for ongoing research, contribute to researcher accountability and transparency. Reports are written for a range of audiences including the funding or sponsoring agency, participants in the research and other stakeholders. Reports often form the basis of an article for an academic or practice journal.

Assessment task
This assessment invites students to report on the processes and outcomes of a ‘mini’ qualitative research project they will undertake during the second half of the semester. The topic of the research project is taken from Assessment 2: What factors shape students decisions to study social work? The main component of this mini-project is a 45 minute in-depth interview simulation which students will prepare, organise and undertake with another second year student also undertaking this unit. Further information about these partnerships will be provided early in the semester.

The 1500 word Report needs to address the following issues:
- Locating the research topic within the broader research literature;
- Identifying the processes undertaken in preparing for and conducting the in-depth interview;
- Attention to ethical considerations before, during and after the interview;
- Engaging with thematic analysis to make sense of the interview material;
- Linking the research findings with the literature:
Critically reflect on personal learning and skill development with a focus on role as a qualitative interviewer and experience as a participant.

References: A minimum of 8 academic references must be used

Word Count: 1500 words (+/-10%)

Format: Report format with an introduction, conclusion and headings. You may not write in dot points.

Submission: via Turnitin.

Further information will be available on BB.

Pass requirements
Students must complete and submit all pieces of assessment to pass the unit. Submission of a blank assignment does not constitute 'completing' an assessment. Students are required to achieve an overall unit grade of 50% or greater to pass the unit.

Fair assessment through moderation
Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

Late assessment policy
This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

Assessment extension
A student unable to complete an assessment task by/on the original published date/time (eg examinations, tests) or due date/time (eg assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student's control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

- Applications for extension should be submitted via email to otswcoursecoordination@curtin.edu.au
- If circumstances for your extension application are likely to impact on multiple units, please contact the course
Deferred assessments
If your results show that you have been granted a deferred assessment you should immediately check OASIS for details.

Supplementary assessments
Supplementary assessments, if granted by the Board of Examiners, will have a due date or be held between 12/12/2016 and 16/12/2016. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

It is the responsibility of students to be available to complete the requirements of a supplementary assessment. If your results show that you have been granted a supplementary assessment you should immediately check OASIS for details.

Reasonable adjustments for students with disabilities/health circumstances likely to impact on studies
A Curtin Access Plan (CAP) is a document that outlines the type and level of support required by a student with a disability or health condition to have equitable access to their studies at Curtin. This support can include alternative exam or test arrangements, study materials in accessible formats, access to Curtin’s facilities and services or other support as discussed with an advisor from Disability Services (disability.curtin.edu.au). Documentation is required from your treating Health Professional to confirm your health circumstances.

If you think you may be eligible for a CAP, please contact Disability Services. If you already have a CAP please provide it to the Unit Coordinator at the beginning of each semester.

Referencing style
The referencing style for this unit is APA 6th Ed.

More information can be found on this style from the Library web site:

Copyright
© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.
Academic Integrity (including plagiarism and cheating)
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations
Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support:
oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre:
life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information
Students should receive marks, assignments and feedback as soon as practicable, to maximise their opportunity to improve their performance. Research consistently highlights the significant loss of impact to learning when feedback to student is delayed. Ideally, feedback to students for items other than a final examination will be provided under normal circumstances within 15 working days and no later than 20 working days. Further information on this can be found under section 7 in the assessment and student progression policy.

Enrolment
It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.
Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University's Guiding Ethical Principles
- the University's policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University's policies on appropriate use of software and computer facilities

Information on all these things is available through the University's "Student Rights and Responsibilities" website at: students.curtin.edu.au/rights.

Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm
Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin's online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

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<th>Week Begin</th>
<th>Lecture</th>
<th>Readings</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>'O'  Week</td>
<td>25 July</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1 August</td>
<td>Welcome to Wonderland: Introducing Qualitative Research</td>
<td>See BB</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>8 August</td>
<td>Many Ways of Knowing: How do we come to know about the world?</td>
<td>See BB</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>15 August</td>
<td>Qualitative Research as /in Social Work Practice</td>
<td>See BB</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>22 August</td>
<td>The importance of being ethical: Social work, qualitative research &amp; humans!</td>
<td>See BB</td>
<td>Assessment 1: Key Learning Paper - Friday 26 August @ 5pm Turnitin</td>
</tr>
<tr>
<td>5.</td>
<td>29 August</td>
<td>Week Free</td>
<td></td>
<td></td>
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<tr>
<td>6</td>
<td>5 September</td>
<td>Critically Reviewing Qualitative Research – Part 1</td>
<td>See BB</td>
<td></td>
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<tr>
<td>7.</td>
<td>12 September</td>
<td>Critically Reviewing Qualitative Research – Part 2</td>
<td>See BB</td>
<td></td>
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<tr>
<td>8.</td>
<td>19 September</td>
<td>Research Upskilling – Interviews - Part 1</td>
<td>See BB</td>
<td></td>
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<tr>
<td>9.</td>
<td>26 Sept September</td>
<td>Week Free</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>3 October</td>
<td>Research Upskilling – Interviews - Part 2</td>
<td>See BB</td>
<td>Assessment 2: Critical Review of Literature - Monday 3 October @ 5pm Turnitin</td>
</tr>
<tr>
<td>11.</td>
<td>10 October</td>
<td>Research Upskilling - Focus Groups</td>
<td>See BB</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>17 October</td>
<td>Research Upskilling - Making sense of your research data</td>
<td>See BB</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>24 October</td>
<td>Research Upskilling - (Re) presenting your research data</td>
<td>See BB</td>
<td></td>
</tr>
<tr>
<td></td>
<td>31 October</td>
<td>Thinking about doing research? How, when and where?</td>
<td>See BB</td>
<td>Assessment 3: Report Friday 4 November @ 5pm Turnitin</td>
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<tr>
<td>14.</td>
<td>7 Nov</td>
<td>Study Week</td>
<td></td>
<td></td>
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<tr>
<td>15.</td>
<td>14 Nov – 21 Nov</td>
<td>Exam Weeks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. &amp; 17.</td>
<td></td>
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