

Working in Partnership: Cardiff University and Cardiff and Vale College

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**A step-change in
quantitative social
science skills**

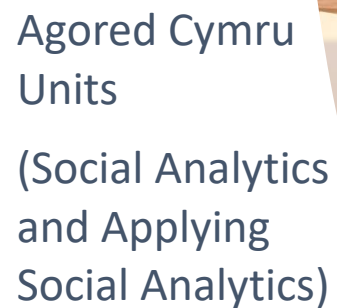
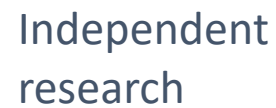
Funded by the
Nuffield Foundation,
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Cardiff University & CAVC


Other Engagement Work

- Welsh Bacalaureate conference
- Social Science days
- Seren Network events
- WP events e.g Spring into Stem
- Working with stakeholders e.g. Qualifications Wales



[illegible]

Extended Project Qualification (EPQ) 2021/2



Topics:

The research process

Research ethics

Research methods

Secondary data analysis

Describing and visualising data

Bivariate analysis: Crosstabulations

Bivariate analysis: Correlation

Assessing sources of information



Extended Project Qualification (EPQ)

Project Topics:

- Covid-19 pandemic and lockdowns
- Sustainability
- Mental health and wellbeing
- Crime and deviance
- Links to careers/future study options



Extended Project Qualification (EPQ)

To what extent are first year female students suffering more from financial anxiety than first year male students in University?

- Survey- using pre-existing measures to operationalize financial anxiety
- Descriptive statistics and crosstabulations
- Interviews

Extended Project Qualification (EPQ)

“One of my students commented how they 'wish every lesson was like this,' which just goes to show how much added value they bring to our student's education and to the research programme...At Cardiff and Vale College we serve the hardest to reach communities in their ambitions to progress to university and careers to change their lives along with the lives of their communities; this programme is part of this ambition.” **CAVC lecturer**





Challenges

- Computer/software challenges
- Costings and administration

Action research with lecturers & staff



INDEPENDENT RESEARCH



WORKSHOPS AND
ONLINE SUPPORT



DIFFERENT OUTPUTS

Schedule

	Start Date	End Date	Numbers	Training (in-person)	Training (online)	Output
Tier 1	November 2021	January 2022	14	8 hours	2 hours (& asynchronous materials)	Research Proposal
Tier 2	January 2022	March 2022	5	6.5 hours	2 hours	Presentation
Tier 3	June 2022	September 2022	4	7 hours	TBC	Draft blog/academic poster/article

Tier 1: Appreciation of Research

Time	Session
9.30am	Arrival and coffees (ready to start at 10am promptly)
10-10.30am	Introductions and Research in a pedagogic environment
10.30-11am	Research in higher education
11-12.30pm	'Families' of research, possibilities and limitations
12.30-1.30pm	Lunch
1.30-2pm	Research questions and research designs
2-2.45pm	Qualitative research: Interviewing
2.45-3pm	Qualitative research: Focus groups
3-3.15pm	Tea break
3.15-4pm	Quantitative research: Surveys
4-4.30pm	Sampling
4.30-5pm	The social context of research. Objectivity and subjectivity. The ethical researcher
5-5.30pm	Evaluation focus group

Tier 2: Doing Research

Time	Activity
10-10.10am	Welcome
10.10-10.30am	Individual session
10.30-10.50am	Individual session
10.50-11.10am	Individual session
11.10-11.30am	Individual session
11.30-11.50am	Individual session
12-1pm	Lunch
1-1.45pm	Sampling for Surveys (Activity 1)
1.45-2pm	Sampling for Qualitative Research (Activity 2)
2-2.30pm	Developing Research Tools: Consent and information sheets (Activity 3)
2.30-3.15pm	Developing your Questionnaire (Activity 4)
3.15-3.30pm	Tea Break
3.30-4.15pm	Time to allow you to start designing your research tools.
4.15-4.30pm	Next Steps and Evaluation

Tier 3: Conducting Research

Time	Activity
9.30-10.15am	Project updates
10.15-11.15am	Qualitative data analysis
11.15-11.30am	Tea break
11.30-12.15pm	Data visualisation/critiquing data visualisations
12.15-1.15pm	Lunch
1.15-2.00pm	Data visualisation in Microsoft Excel
2.00-2.45pm	Descriptive statistics in Microsoft Excel
2.45-3pm	Tea break
3-4.15pm	Communicating research findings
4.15-4.30pm	Next steps



Tier 3 Projects

- Do CAVC A-level students use feedback efficiently to enhance their independent learning skills?
- How do learners with complex, profound and multiple learning disabilities access post 16 local educational provision in Cardiff?
- What are L3 Creative Media Production and Technology learners' experiences of online learning? And what factors do L3 Creative Media Production and Technology learners believe make for good online engagement?



Evaluation

"We want CAVC to be a lead in FE research – the growing partnership between CAVC and Cardiff University is enabling more to carry out research...This day was absolutely needed. We have tried doing action research before – but often the training and skill development haven't been in place. This has really given me the skills and knowledge to help me think about action research properly."

Assistant Principal

"It was broken down into pieces that allowed me to access the material in my own head." **Delegate**

"This allowed me to think about methodologies and how they apply to my areas of focus. I am keen to develop my research proposal."

Delegate

Challenges

- Attrition
- Room bookings/Timetabling issues
- Pre-existing knowledge



Questions

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