1. **Title of the module**

SOCI8170 (SO817) – Qualitative Research

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1**)**

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Methods of Social Research MA – compulsory module

Two year Master’s in Methods of Social Research MA – compulsory module

Option module for other SSPSR taught MA programmes

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Identify different epistemological approaches used within social science and assess their strengths and weaknesses);

8.2 Assess the generic strengths/weaknesses of qualitative methods as compared

with other methodologies in social science

8.3 Understand some widely-used techniques of qualitative data collection and analysis in the social sciences, know when it is appropriate to use them and be able to assess their strengths and weaknesses

8.4 Evaluate and criticise qualitative analyses they encounter in the literature in their field

8.5 Deploy a range of qualitative techniques effectively

8.6 Present their research results in a form acceptable for publication

**9. The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 The ability to communicate research results to academic and general audiences in both written and oral media 9

9.2 The ability to manage their time, prioritise workloads and manage stress as well taking responsibility for their learning and professional development

9.3 The ability to identify and solve common problems in social research

9.4 The ability to access and evaluate ICT and library based resources appropriate for postgraduate study; make critical judgments about their merits and use the available evidence to construct a developed argument to be presented orally or in writing

9.5 Knowledge of career opportunities in their field and ability to plan for their future

1. **A synopsis of the curriculum**

This module focuses on the theory and practice of qualitative research. It explores the various aspects of using and collecting qualitative data. The aim of the module is to illustrate a range of practical techniques while considering related problems of evidence and inference in qualitative analyses.

Students will be versed in a range of techniques and will have the opportunity to practice some of them, this includes

* the theory and practice of interviewing and different varieties of interview;
* focus groups;
* oral history;
* case study methods;
* ethnographic theory and method;
* action research;
* critical discourse analysis;
* narrative analysis;
* visual methods.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Barnard, M. (2001) *Approaches to understanding visual culture*, Palgrave*.*

Bryman, A. (2004) *Social Research Methods*, Oxford University Press.

Hammersley, M (1990) *Reading Ethnographic Research: A Critical Guide*, Longman

Hesse-Bibber, S. N. & Leavy, P. (2005) *Approaches to Qualitative Research*; Sage.

Hesse-Bibber, S. N. & Leavy, P. (2006) *The Practice of Qualitative Research*; Sage

May, T. (2001) *Social Research*, Maidenhead: Open University Press.

Miles, M and Huberman, M (1994) *Qualitative Data Analysis: An Expanded Sourcebook*, Sage.

Plummer, K. (2005) *Documents of life 2: An invitation to a critical humanism*, Sage.

Perks, R. & Thomson, A. (eds.) (1998) *The Oral History Reader*, Routledge.

McKee, A. (2003) *Textual Analysis: A beginners guide*, Sage.

Reason, P. and Bradbury, H. (eds.) (2001) *Handbook of action research: participative inquiry and practice*. Sage.

Riessman, C. K. (1993). *Narrative analysis*, Sage.

Silverman, D. (2004) *Qualitative Research. Theory, Method and Practice*, Sage.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Coursework assignment 1- essay (2500 words) – 50%

Coursework assignment 2 – essay (2500 words) – 50%

13.2 Reassessment methods

Reassessment instrument- 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study |  |  |  |  |  |  |  |  |  | **X** |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 - 2500 words |  |  | **X** |  | **X** | **X** | **X** | **X** |  |  | **X** |
| Essay 2- 2500 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The learning discussion and application of qualitative research methods are applicable in international contexts as are the specific and generic learning outcomes.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2010 | Original specification | September 2010 | N/A | N/A |
|  |  |  |  |  |

Revised FSO Feb 2018