1. **Title of the module**

SOCI5460 (SO546) Qualitative Social Research Methods

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

Division for the Study of Law, Society and Social Justice (School of Social Policy, Sociology and Social Research)

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

Level 5

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

15 credits (7.5 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 courses of study to which the module contributes**

Quantitative Research minor component bachelor degree courses - compulsory

BA Cultural Studies & Media and associated courses - compulsory

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

8.1 Critically judge and evaluate the validity of qualitative research evidence

8.2 Identify a range of different qualitative research strategies and methods, and their respective advantages and disadvantages, as well as their philosophical underpinnings

8.3 Initiate research questions

8.4 Conduct preliminary qualitative empirical research.

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

9.1 Exhibit skills in the written presentation of research ideas and findings

9.2 Demonstrate an ability to analyse, and utilise in argument, empirical data drawn from research and other sources.

1. **A synopsis of the curriculum**

Indicative topics are:

• The impact of social research upon both social theory and policy-making.

• The primary epistemological and ontological debates and how these affect the research question, method and design.

• The steps in designing a qualitative research project and criteria for assessing its quality as applied to positivist as well critical theorist approaches.

• Ethical considerations in social research and the process of ethical clearance within the University.

• The use of sampling techniques in qualitative research, the main problems with establishing valid samples and how different sampling approaches can undermine the validity of the research findings.

• The variety of qualitative research techniques available to social scientists and their relative advantages and disadvantages in understanding the social world. These include interviewing, visual, comparative/historical, and discourse analytic approaches.

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

Babbie, E. (2005) *The Basics of Social Research* Intl Edition. Belmont, CA: Thomson/Wadsworth.

Bryman, A. (2015) *Social Research Methods*, 5th edition, Oxford, UK: Oxford University Press.

Hesse-Biber, S.N. and Leavy, P. (2006) *The Practice of Qualitative Research*, London: Sage

Abbott, A. (2003). *Methods of Discovery: Heuristics for the Social Sciences*. New York: W.W. Norton.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Qualitative Moodle Quiz (30%)

Qualitative Research Project (2500 words) (70%)

13.2 Reassessment methods

 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study & group work | X | X | X | X | X | X |
| Lectures | X | X |  |  |  | X |
| Seminars | X | X |  |  | X | X |
| **Assessment method** |  |  |  |  |  |  |
| Qualitative Research Project | X | X | X | X | X | X |
| Qualitative Moodle Quiz | X | X |  |  | X | X |

1. **Inclusive module design**

The Division/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 module takes an international and cross-country approach in all of its elements including in its empirical examples, and by drawing on top-quality recent research in its content and teaching methods. We also ensure that we give high level of support to all students, regardless of country of origin or ethnic identity.

**DIVISIONAL 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) |
| 30/11/16 | Minor | September 2017 | 6,7 | No |
| 09/2021 EAP | Minor | September 2021-22 | 13,14 |  |

Revised FSO Jan 2018