## KentVision Code and title of the module

SACO5001 Qualitative Methods and Ethnographic Analysis

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Human and Social Sciences, School of Anthropology and Conservation

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

Cannot be taken with GEOG5001 or ANTS6270

## The course(s) of study to which the module contributes

***Compulsory for:***

* BSc Human Geography
* BSc Wildlife Conservation
* BA Environmental Social Sciences
* BSc Anthropology (social anthropology pathway)

***Optional for:***

* BSc Anthropology

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

8.1 Have a sound understanding of different approaches to research design, including different research strategies (induction / deduction) and different research design structures (ethnographic, experimental, observational and so on)

8.2 Demonstrate an informed understanding of the strengths and limitations of ethnographic fieldwork and analysis, and the ability to design an ethnographic study in informed by theory in social anthropology, human geography and other social sciences

8.3 Understand the broad differences between quantitative and qualitative approaches to research and the relative merits of each in interpretive analysis and ethnographic writing

8.4 Demonstrate knowledge and skills in the design and use of one-to-one and group interviews, extensive questionnaires, and other ethnographic data collection techniques

8.5 Evidence skills in simple analysis and presentation of both qualitative and quantitative data and the incorporation of each into ethnographic analysis and writing

8.6 Critically engage with the broader relationship between anthropological (and other social science) fieldwork and ethnographic writing, including the construction of coherent arguments that combine conceptual understanding with substantiated ethnographic examples.

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

9.1 Demonstrate an understanding of how social aspects of human geography , social anthropology and other social science research projects need to be designed, analysed and reported

9.2 Demonstrate general learning, problem-solving and study skills, including independent thought and learning

9.3 Communicate to a variety of different audiences using a variety of different methods

9.4 Demonstrate IT, report writing, time management, library and independent research skills

9.5 Design, implement, analyse and write-up a piece of empirical, ethnographic research

9.6 Act reflexively in collection, analysis and presentation of data.

## A synopsis of the curriculum

This module provides students with an introduction to the many and diverse qualitative methods and design issues that inform ethnographic research inquiry within the social sciences. Its purpose is to equip students with some of the skills and mindsets to approach independent qualitative research and thus become active participants in knowledge creation.  The module explores what counts as ethnographic research, how it overlaps with and diverges from other qualitative approaches, and how its validity can be assessed from a social science perspective. Specific training in the design and use of a range of interpretive research techniques is provided, including: qualitative interviews; extensive questionnaires; focus groups, visual and other creative methods, and participant observation. We will consider the processing and analysis of qualitative data, as well as basic descriptive statistics to analyse quantitative data. We will also explore the integration of qualitative and quantitative data into ethnographic analysis and writing. Towards the end of the module, we will look in more depth at the principles of research design in order to help students begin to plan their final year research projects.

## Reading list

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

## Assessment methods

* 1. Main assessment methods

Written report (3000 words) (80%)

Research design report (1000 words) (20%)

13.2 Reassessment methods

Like for like.

## Map of module learning outcomes (sections 8 and 9) to learning and teaching methods 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** | **9.6** |
| Discussion sessions | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Computer practicals |  |  |  | **x** | **x** | **x** |  |  |  | **x** | **x** |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against learning and teaching methods:**

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | **9.6** |
| Written report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research design report | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

Social science methods are particularly suitable for Internationalisation of curriculum for two reasons: Firstly, most social science degree courses around the world include social science methods and it therefore translates well into different settings. Secondly, students are able to set their own research questions, which means that international students can potentially carry out research on an issue of high importance in their home country.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/Minor revision | Start date of delivery of (revised) version | Section revised (if applicable) | Impacts PLOs (Q6 & 7 cover sheet) |
| --- | --- | --- | --- | --- |
| 22.11.22 | New | September 2023 |  |  |