

<b>Title of Module: Foundations of Qualitative Research</b>			
<b>Code: SOCY08021</b>	<b>SCQF Level: 8</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	R Gordon		
<b>Summary of Module</b>			
This module will provide a solid foundation in understanding and applying a range of qualitative data collection methods. It aims to:			
1 Develop understanding of a range of different approaches to collecting qualitative data (e.g. interviews, focus groups, secondary data and observation).			
2 Give hands-on experience of undertaking some of these approaches in order to develop students' own competence in carrying out qualitative research.			

<b>Module Delivery Method</b>					
<b>Face-To-Face</b>	<b>Blended</b>	<b>Fully Online</b>	<b>HybridC</b>	<b>HybridO</b>	<b>Work-based Learning</b>
	✓				
<p><b>Face-To-Face</b> Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p><b>Blended</b> A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p><b>Fully Online</b> Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.</p> <p><b>HybridC</b> Online with mandatory face-to-face learning on Campus</p> <p><b>HybridO</b> Online with optional face-to-face learning on Campus</p> <p><b>Work-based Learning</b> Learning activities where the main location for the learning experience is in the workplace.</p>					

<b>Campus(es) for Module Delivery</b>						
The module will <b>normally</b> be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit)						
<b>Paisley:</b>	<b>Ayr:</b>	<b>Dumfries:</b>	<b>Lanarkshire:</b>	<b>London:</b>	<b>Distance/Online Learning:</b>	<b>Other:</b>
✓			✓			
<b>Term(s) for Module Delivery</b>						

(Provided viable student numbers permit).					
Term 1	✓	Term 2		Term 3	

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<b>Learning Outcomes: (maximum of 5 statements)</b>		
On successful completion of this module the student will be able to: L1. Demonstrate critical knowledge and understanding of a range of qualitative research methodologies and techniques. L2. Select and apply qualitative research methods appropriately to a specific research scenario L3. Communicate the outcomes of research and reflective inquiry in appropriate forms L4. Demonstrate critical and ethical reflection on one's own research practice		
<b>Employability Skills and Personal Development Planning (PDP) Skills</b>		
<b>SCQF Headings</b>	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	SCQF Level 8 Demonstration of knowledge and understanding of research practices and techniques.	
Practice: Applied Knowledge and Understanding	SCQF Level 8 Application of knowledge and understanding of research practices and techniques to produce a research proposal  Apply understanding derived from module readings, workshop activities and independent study to deliver a professional assessment in the form of a research design.	
Generic Cognitive skills	SCQF Level 8 Presentation and evaluation of information and data that addresses a defined research question.  Identify a range of approaches to critically evaluate research problems	
Communication, ICT and Numeracy Skills	SCQF Level 8. Communication of complex ideas using appropriate electronic media. Application of technology to facilitate information and data retrieval	
Autonomy, Accountability and Working with others	SCQF Level 8 Work with others in a way that recognizes contribution of self and peers.	
<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title: Introduction to Social Research</b>
	<b>Other:</b>	
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

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<b>Learning and Teaching</b>	
<p>The module is designed to be delivered within a blended learning model, employing mixed modes of learning, teaching and assessment.</p> <p>The module supports a number of UWS graduate attributes including developing students' abilities to think critically, creatively, and in an analytical manner about international relations and current political affairs. The module will develop students' employability and citizenship competencies, including knowledge synthesis, ability to create and deliver evidence-based arguments, and the production of professional policy briefs including policy recommendations.</p>	
<b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b> (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Tutorial/Synchronous Support Activity	22
Asynchronous Class Activity	10
Independent Study	166
	200 Hours Total
<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Lichtman, M. (2017). Qualitative Research for the Social Sciences, SAGE Publications. Tracey, S. (2020). Qualitative Research Methods. Hoboken, NJ : Wiley Blackwell</p> <p>Creswell, J. W. &amp; Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches, Sage Publications.</p> <p>Mathews, B. and Ross, L. (2011) Research Methods: A Practical Guide for the Social Sciences. London: Longman.</p> <p>Nagy, S., Hesse, B. and Leavy, P. (2011) The Practice of Qualitative Research. London: Sage. Silverman D. (2017) Doing qualitative research, 5th edition, London: Sage Publishing</p> <p>Robson, C. and McCartan, K. (2016) Real World Research: A Resource for Users of Social Research Methods in Applied Settings, 4th edition. Chichester: Wiley</p> <p>Iphofen, R. (2018) SAGE Handbook of Qualitative Research Ethics, London: Sage Publishing</p> <p>(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</p>	
<b>Engagement Requirements</b>	
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and</p>	

complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: [Academic engagement procedure](#)  
Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:  
All fulltime students (part-time and distant learning students should check with their programme leader for any queries) are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67, available at the following link: <http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/>

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### Supplemental Information

<b>Programme Board</b>	Social Sciences
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	UG Social Sciences
<b>Moderator</b>	TBC
<b>External Examiner</b>	E Matchett
<b>Accreditation Details</b>	
<b>Version Number</b>	2.03

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<b>Assessment: (also refer to Assessment Outcomes Grids below)</b>
Research Design: 2000 words (70%)
Ethical Reflection: 1500 words (30%)
(N.B. (i) <b>Assessment Outcomes Grids</b> for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An <b>indicative schedule</b> listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Handbook.)

### Assessment Outcome Grids (Footnote A.)

<b>Component 1</b>							
<b>Assessment Type (Footnote B.)</b>	<b>Learning Outcome (1)</b>	<b>Learning Outcome (2)</b>	<b>Learning Outcome (3)</b>	<b>Learning Outcome (4)</b>	<b>Weighting (%) of Assessment Element</b>	<b>Timetabled Contact Hours</b>	
Research Design	✓	✓	✓		70		
<b>Component 2</b>							

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Ethical Reflection				✓	30	
<b>Combined Total For All Components</b>					100%	

## Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

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Note(s):

1. More than one assessment method can be used to assess individual learning outcomes.
2. Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).  
This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

**Equality and Diversity**

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Moodle, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[UWS Equality and Diversity Policy](#)

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)