



Module Descriptor

Title	Foundations of Qualitative Research		
Session	2025/26	Status	
Code	SOCY08021	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	D McDonnell		
Summary of Module			
<p>This module will provide a solid foundation in understanding and applying a range of qualitative data collection methods. It aims to:</p> <p>1 Develop understanding of a range of different approaches to collecting qualitative data (e.g. interviews, focus groups, secondary data and observation).</p> <p>2 Give hands-on experience of undertaking some of these approaches in order to develop students' own competence in carrying out qualitative research.</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>	Hybrid² <input type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input checked="" type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Learning Outcomes	
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.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 8 Demonstration of knowledge and understanding of research practices and techniques.
Practice: Applied Knowledge and Understanding	SCQF 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 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 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 8 Work with others in a way that recognizes contribution of self and peers.

Prerequisites	Module Code SOCY07020	Module Title Introduction to Social Research
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(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	156
Please select	
Please select	
TOTAL	200

Indicative Resources
<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.</p> <p>Tracey, S. (2020). Qualitative Research Methods. Hoboken, NJ : Wiley Blackwell</p> <p>Creswell, J. W. & 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.</p> <p>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>

Attendance and Engagement Requirements
<p>In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p>For the purposes of this module, academic engagement equates to the following:</p> <ul style="list-style-type: none"> • On-campus attendance of weekly lectures and seminars

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

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

Supplemental Information

Divisional Programme Board	Social Sciences
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Social Sciences
Moderator	R.V. Gundur
External Examiner	E Matchett
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Research Design: 2000 words (70%)

Assessment 2

Ethical Reflection: 1500 words (30%)

Assessment 3

(N.B. (i) Assessment Outcomes Grids 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 indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Research Design	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70	26

Component 2

Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Ethical Reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	30	8

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	hours

Change Control

What	When	Who
New template, no changes for 25/25	Mar 25	D McDonnell