SOCL19069 *Social Research Methods*
Term 2 - 2021

Profile information current as at 13/12/2025 05:44 pm

All details in this unit profile for SOCL19069 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview
This unit familiarises students with the practice of researching and the collection of data. Through the development of core skills, students are introduced to both qualitative and quantitative methods. Links between theory and social research methods are investigated in an effort to understand the production and analysis of social research data. At the end of the unit students should be able to critically assess and analyse the application and use of appropriate research methods. Within this framework students should be able to devise and undertake a social survey, understand and explain the application of both quantitative and qualitative research methods, and be able to use both quantitative and qualitative approaches to their research.

Details
Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites
SOCL11055 Sociology of Australian Society
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2021

- Online

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Online Quiz(zes)**
Weighting: 20%
2. **Written Assessment**
Weighting: 40%
3. **Written Assessment**
Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from unit evaluation

Feedback

The eReading list structured students' reading and facilitated their learning of the weekly topic material.

Recommendation

The eReading list will be updated to improve the learning resources available to students and incorporate new publications.

Feedback from unit evaluation

Feedback

The weekly Zoom tutorials were useful to support learning of the material and the additional Zoom sessions helped in the assignment preparation.

Recommendation

Weekly Zoom tutorials will be available to help students learn the research skills. The sessions will build on the lecture material and provide practical activities to support students' knowledge and skills development.

Feedback from unit evaluation

Feedback

Early in the unit, there was a lot of new research concepts to learn.

Recommendation

Extra support will be provided to students to help familiarise them with new research concepts and to develop their practical understanding of them in the research process. Short videos explaining the concepts will be made available to students on the unit's Moodle site.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply a range of skills and competencies that critically evaluate the use and application of research methods and the analysis of data.
2. Conduct a social survey.
3. Explain and discuss both the benefits and limitations of qualitative and quantitative research and their appropriate contexts for application, while having and understanding of the constraints and concerns associated with undertaking and supervising a research project.
4. Apply both qualitative and quantitative research techniques.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| — N/A Level | Introductory Level | Intermediate Level | Graduate Level | Professional Level | Advanced Level |

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Online Quiz(zes) - 20%	•	•	•	•

Assessment Tasks	Learning Outcomes			
	1	2	3	4
2 - Written Assessment - 40%	•	•	•	•
3 - Written Assessment - 40%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving	•	•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•	•	•	•
5 - Team Work				
6 - Information Technology Competence	•	•	•	•
7 - Cross Cultural Competence	•	•	•	•
8 - Ethical practice	•	•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 20%	•	•	•	•		•	•	•		
2 - Written Assessment - 40%	•	•	•	•		•	•	•		
3 - Written Assessment - 40%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

SOCL19069

Prescribed

Social research methods
Edition: 4th edn (2019)
Authors: Walter, M
Oxford University Press
Melbourne , Victoria , Australia
ISBN: 9780190310103
Binding: Paperback

Additional Textbook Information
Both paper and eBook versions can be purchased at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: Harvard (author-date)
For further information, see the Assessment Tasks.

Teaching Contacts

Susan Rockloff Unit Coordinator
s.rockloff@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Research and the research process	Textbook: Walter (2019) Ch 1 & 3 Other required readings can be found in the e-Reading list on the unit Moodle site	

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and quantitative research		

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Research design and research questions	Textbook: Walter (2019) Ch 2	

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Ethics in research	Textbook: Walter (2019) Ch 4.	**Assessment 1. Online Quiz (20%)** Due: Week 4 Thursday (5 Aug 2021) 11:55 pm AEST

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and quantitative methodologies		

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Measuring and sampling	Textbook: Walter (2019) Ch 5	

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Constructing and conducting surveys	Textbook: Walter (2019) Ch 6	

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Analysing data and presenting survey results	Textbook: Walter (2019) Ch 8 & 9	**Assessment 2. Quantitative (Social Survey)** Due: Week 8 Friday (10 Sept 2021) 11:55 pm AEST

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research method - interviewing	Textbook: Walter (2019) Ch 10	

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research - Analysing the data	Textbook: Walter (2019) Ch 11 & 13	

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Quality in research - Rigor		

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review week		**Assessment 3. Qualitative (Interviewing & Analysis)** Due: Week 12 Friday (8 Oct 2021) 11:55 pm AEST

Review/Exam Week - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 18 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1. Online Quiz (20%)

Assessment Type
Online Quiz(zes)

Task Description
Aim
This online timed multiple choice quiz is set to test your understanding of fundamental concepts, methods, and facts covered by the textbook, recommended readings and lectures covered in weeks 1 to 4 of the term. There will a total of 40 multiple choice questions and you must answer the questions in 40 minutes. Each correct answer is worth 0.5 marks. This is an online timed quiz that will open at 8 am (AEST) on Wednesday, 4 August 2021. You will have TWO days to complete the quiz. The quiz must be completed by 11.55 pm (AEST) on Thursday, 5 August 2021.
There will be only one correct or best answer to each question, and you need to select the option corresponding to this answer. There are four answer options. There are no penalties for incorrect answers. While you will be able to refer to the textbook or other resources while you are taking the quiz, you cannot afford to do this for every question because of the time limit. You need to have a good understanding of the unit content before taking the quiz. Each student will receive a customised quiz, chosen at random from the test bank, so that collusion will not be possible.

NOTE: If you have an Accessibility Plan that requires an adjustment to your assessment, please contact the Unit Coordinator at the start of term.

Here is an example of a quiz question -
Q. Research that focuses on the collection of statistical data is called:
a. Autoethnography
b. Qualitative research
c. Quantitative research
d. Positivism
The correct answer is (c) Quantitative research—this is the one you need to select.

A practice quiz will be made available for you to familiarise yourself with the format and process.

Instructions
Please follow the steps below to complete your assessment task:
1. The quiz will be delivered through the 'Assessment' section of the Moodle site, and will only become visible and available to you at 8 am on Wednesday, 4 August 2021.
2. You will need to have access to a stable Internet connection to complete the quiz. It is your responsibility to make time to sit the quiz by the due date and time (11.55 pm (AEST), 5 August 2021).
3. Before you take the quiz, make sure that you are ready (i.e. a proper revision has been done) and choose a time and computer/place with minimum distraction to sit for the quiz (i.e. do not have external disturbances from people, pets, etc).
4. Be conscious of the time limit while taking the quiz—make sure you have a clock in front of you and note down your starting time. Do not wait until the last minute to complete the quiz as it will time out once the time limit is reached (i.e.at 11.55 PM the quiz will close regardless of your start time). To have the full-time allocation you need to start the quiz no later than 11.10 pm.
5. Your must complete the quiz in one sitting. You can not start the quiz, pause the quiz and return to it later. Your quiz answers will be automatically submitted 40 minutes after the quiz is started.
6. The presentation of questions is one page at a time with 5 questions per page. You must complete each page before you go on to the next one. Attempts to backtrack to previous pages are not allowed. Do not refresh or reload your screen otherwise your quiz may close and your incomplete quiz will be recorded as completed.
7. If you experience a problem with your quiz or the Moodle site while completing the quiz, please contact the CQU Technology and Services Assistance Centre (TASAC) during their opening hours of 7.30 am – 6 pm Monday to Friday on 07 4930 9090 or toll free 1300 666 620. For this reason, it is recommended that you complete the quiz during office hours. Please notify the Unit Coordinator immediately of a problem with your quiz and take a screenshot or photograph of your full screen.
8. Your quiz score will be provided the next day after the quiz has closed.
9. Please contact the Unit Coordinator immediately if you are unable to complete the quiz.

Requirements
You need a computer with a stable internet connection and 40 minutes of uninterrupted time.

Resources
• You can use unit provided materials and other credible sources during the quiz.

• We recommend that you adequately prepare before the quiz day and take the practice quiz.

Number of Quizzes
1

Frequency of Quizzes

Assessment Due Date
Week 4 Thursday (5 Aug 2021) 11:55 pm AEST

Return Date to Students

After the close of the quiz and all students have completed the assessment.

Weighting
20%

Assessment Criteria
No Assessment Criteria

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Apply a range of skills and competencies that critically evaluate the use and application of research methods and the analysis of data.
- Conduct a social survey.
- Explain and discuss both the benefits and limitations of qualitative and quantitative research and their appropriate contexts for application, while having and understanding of the constraints and concerns associated with undertaking and supervising a research project.
- Apply both qualitative and quantitative research techniques.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Assessment 2. Quantitative (Social Survey)

Assessment Type
Written Assessment

Task Description
Aim
The aim of the assessment is to develop a quantitative social survey after reviewing the literature in the area and developing the research question. The purpose is for you to make connections between the unit material, a real-life research approach and the use of research methods.
In this assessment you are required to:
1) Select one sociological topic of interest from the list below
2) Explore the literature in this area
3) Identify a research question
4) Explain the significance/importance (justification) of this question
5) Explain and discuss the benefits and limitations of a quantitative survey
6) Compose a survey with 10 questions on your topic along with five socio-demographic questions (put the survey questions and answer choices in an appendix).

To support your survey development a number of surveys will be provided to students as examples. The tutorial sessions will involve skills development using practical exercises on how to identify key words and undertake a literature review, how to identify and construct a research question, and how to develop a survey and write good survey questions.
Note: You are not to conduct the survey, this is a hypothetical exercise.

Select **one (1)** of the following sociological topics to research:
1. Gendered workplace bullying
2. Indigenous Reconciliation in Australia
3. Australia becoming a republic
4. Lockout laws in Australia
5. Mandatory Covid-19 vaccination of aged-care workers
6. LGBT adoption rights

Instructions
Literature and references
When addressing the assignment topic, you will need to use contemporary literature (within the last 5 years) to support your discussion. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. References sourced from the world-wide-web must be from reputable websites such as from government, university, or peak national bodies. A minimum of seven (7) up-to-date references, including journal articles as well as relevant books and websites are to be used. You must correctly reference your paper using Harvard referencing style (current CQUniversity abridged edition – link available in Assessment block).

Formatting
A 1500-word limit has been set for this assignment. The assignment requires a cover page, discussion, references and appendix section (survey questions and answer choices). To help scaffold your assessment refer to Assessment 2. Tips and Overview presentation located in the Assessment block on the Moodle site.
In your assignment, ensure all your sources are properly cited and use your own words to explain any key points or ideas discussed, and use quotes sparingly (no more than 10% of the word count). Quote and paraphrase properly to avoid breaching academic integrity standards. See the referencing style guide for information on how to paraphrase and avoid plagiarism.

Word limit
1500 words (excluding the cover page, reference list and appendix). The word count is considered from the first word of the Discussion section to the last word of the Discussion section. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Literature and references
In this assessment, use at least 7 relevant references to support your discussion. Suitable references include the set textbook (Walter 2019), peer-reviewed journal articles, government reports, edited books, legislation, as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet

must be from reputable websites such as government, university, or peak national bodies.

Requirements
Include a cover page with your name/student number, unit code, assessment number, unit coordinator, and word count (plus extension details if you have received one).
Include a reference list after the Discussion section and on a new page.
Include an appendix after the reference list and on a new page.
Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing, justified margins and 2.54cm page margins (standard pre-set margin in Microsoft Word).
Include page numbers on each page in a footer.
Write in the third-person perspective.
Use formal academic language (avoid contractions).
Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide](#).
The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
Do not use dot points or numbered lists in your written assignment (except for the survey).
Submit via SOCL19069 Moodle site through Turnitin.
Upload with the file named in the following format: Surname_ First name_ Student number_ A2

Resources
You can use unit provided materials (e.g., set textbook, eBook readings) and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
We recommend that you access your discipline-specific [library guide](#): the [Social Work and Community Services Guide](#).
We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
For information on academic communication, please go to the [Academic Learning Centre Moodle site](#). The Academic Communication section has many helpful resources, including information for students with English as a second language. Consider attending their Zoom sessions on referencing and academic writing.
Prior to submitting your final assignment file, we recommend you submit a draft before the due date to review your Turnitin Similarity Score. [Instructions are available here](#) .
Double check all uploaded files to ensure the correct file is submitted. We recommend you save your final assignment file to a new folder and only upload it from this folder.

Submission
Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria
Refer to the marking rubric that is available here and on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date
Week 8 Friday (10 Sept 2021) 11:55 pm AEST

Return Date to Students
Week 11 Monday (27 Sept 2021)

Weighting
40%

Assessment Criteria

HD	D	C	P	F
Writing and Presentation (20%)				
8.45-10 Excellent presentation of assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count. (10%)	7.45-8.449 Good presented assignment, double spaced with size 12 font. The cover page is included.Adheres to prescribed word count.	6.45-7.449 Competent presented assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count.	4.95-6.449 An adequately presented assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count.	0-4.949 Poorly presented assignment where one or more of the following problems are present: double-spacing not used; size 12 font not used, or the cover page is not included.Deviates significantly from prescribed word count
8.45-10 Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure are clear and easy to follow. (10%)	7.45-8.449 Minimal (1-2) critical errors with spelling, grammar and paragraph structure. Organisation and structure are clear and relatively easy to follow.	6.45-7.449 A few (3-4) critical errors with spelling, grammar or paragraph structure. Organisation and structure are appropriate and can be followed.	4.95-6.449 Several (5-6) critical errors with spelling, grammar or paragraph structure. Organisation and structure apparent although not easy to follow.	0-4.949 Many (>6) errors with spelling, grammar or paragraph structure. Organisation and structure lack clarity and is difficult to follow.
Discussion and Survey (60%)				
12.68-15 Content provides comprehensive and critical discussion of the literature in the chosen topic area. (15%)	11.18-12.67 Provides strong discussion that shows a very good understanding of the main points relating to the topic.	9.68-11.17 Provides appropriate discussion that demonstrates a solid understanding of most points relating to the topic.	7.43-9.67 Provides some relevant discussion that puts forward a sufficient understanding of several points relating to the topic.	0-7.42 Content provides a poor or inadequate discussion of the main points relating to the topic. A clear understanding of the basics is lacking.
12.68-15 Identifies a research question and provides comprehensive and critical discussion of the significance (justification) of the question that demonstrates an extensive understanding of the topic. (15%)	11.18-12.67 Identifies a research question and provides strong discussion of the significance (justification) of the question that shows a strong understanding of the topic.	9.68-11.17 Identifies a research question and provides an appropriate discussion of the significance (justification) of the question that demonstrates a solid understanding of most points relating to the topic.	7.43-9.67 Provides some relevant discussion of the significance (justification) of the question that puts forward a sufficient understanding of several points relating to the topic.	0-7.42 Content provides a poor or inadequate discussion of the significance (justification) of the question and the main points relating to the topic. A clear understanding of the basics is lacking.

12.68-15 Provides comprehensive and critical discussion of the benefits and limitations of quantitative survey research. (15%)	11.18-12.67 Provides strong discussion of the benefits and limitations of quantitative survey research.	9.68-11.17 Provides appropriate discussion of the benefits and limitations of quantitative survey research.	7.43-9.67 Provides some relevant discussion of the benefits and limitations of quantitative survey research.	0-7.42 Content provides a poor or inadequate discussion of the benefits and limitations of quantitative survey research.
12.68-15 The survey is well composed and has relevant survey questions. (15%)	11.18-12.67 The survey is composed appropriately and has relevant survey questions.	9.68-11.17 The survey is composed adequately and has relevant survey questions with only 1-2 errors.	7.43-9.67 The survey is mostly composed appropriately and has relevant survey questions with only 3-4 errors.	0-7.42 The survey is not composed appropriately and has numerous (>4) problems around the relevance or structure of the survey questions.

Referencing (20%)

4.23-5 Consistently integrates references to support and reflect all ideas, factual information and quotations. (5%)	3.73-4.22 Generally integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions.	3.23-3.72 Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	2.48-3.22 Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	0-2.47 Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations.
4.23-5 Consistently accurate with in-text referencing. (5%)	3.73-4.22 1-2 consistent in-text referencing errors identified.	3.23-3.72 3-4 consistent in-text referencing errors identified.	2.48-3.22 5-6 inconsistent in-text referencing errors identified.	0-2.47 Referencing is not consistent with Harvard (author-date) style. >6 inaccuracies with in-text referencing.
4.23-5 A minimum of 10 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	3.73-4.22 A minimum of 9 up-to-date references used including 4 journal articles as well as relevant books and websites.	3.23-3.72 A minimum of 8 up-to-date references used including 3 journal articles as well as relevant books and websites.	2.48-3.22 A minimum of 7 up-to-date references used including 2 journal articles as well as relevant books and websites.	0-2.47 The required number of 7 references not used. Journal articles not sourced or not peer-reviewed. Most references not up-to-date. Chosen websites not credible.
4.23-5 Reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines Harvard style. (5%)	3.73-4.22 Reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines Harvard style. 1-2 consistent reference list errors.	3.23-3.72 Reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines Harvard style. 3-4 consistent reference list errors.	2.48-3.22 Reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines Harvard style. 5-6 consistent reference list errors.	0-2.47 Reference list does not appear in alphabetical order. Does not adhere to reference list presentation guidelines Harvard style. >6 consistent reference list errors.

Referencing Style

- Harvard (author-date)

Submission
Online

Learning Outcomes Assessed

- Apply a range of skills and competencies that critically evaluate the use and application of research methods and the analysis of data.
- Conduct a social survey.
- Explain and discuss both the benefits and limitations of qualitative and quantitative research and their appropriate contexts for application, while having and understanding of the constraints and concerns associated with undertaking and supervising a research project.

- Apply both qualitative and quantitative research techniques.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Assessment 3. Qualitative (Interviewing & Analysis)

Assessment Type
Written Assessment

Task Description
Aim
The aim of your assignment is to show consideration of ethical issues when conducting qualitative interviews; to be able to explain and discuss the benefits and limitations of qualitative interviews and the appropriate contexts for application, to illustrate your ability to construct open-ended interview questions and to provide a brief preliminary discussion of your interview data. The purpose of this assessment is for you to make connections between the unit material and real-life application of a qualitative research technique. To meet this aim, you are to engage in the weekly unit material and readings.

Your task is to develop open-ended questions about your chosen topic from Assessment 2 and to use the questions to conduct an interview. Please only interview an immediate family member or close friend for this piece of assessment (do not interview any person that is vulnerable as outlined in the National Statement on Ethical Conduct in Human Research (2007) – Updated 2018). If in doubt, please check with the unit coordinator. Preliminary analysis of the interview data will then allow you to briefly discuss the main findings (main themes identified, issues of most concern).

In this 1,500 word assessment you are required to:
1) Explain the ethical issues around conducting interviews and give examples based on your topic.
2) Develop an interview schedule and interview a family member or close friend. Prepare a transcript of the interview and do a preliminary analysis of the interview data to provide some insight.
3) Explain the benefits and limitations of qualitative interview research.
Do not identify the person interviewed by name but assign a pseudonym to the interview data collected and do not disclose any identifiers.
Please include a copy of the interview schedule with your open-ended questions (and answers) and the interview transcript in an appendix. The appendix is not included in the word count but is assessed (see the marking criteria).
An Information Sheet and Consent Form will be provided for you to use when undertaking the interview.

Instructions
Literature and references
When addressing the assignment topic, you will need to use contemporary literature (within the last 5 years) to support your discussion. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. References sourced from the world-wide-web must be from reputable websites such as from government, university, or peak national bodies. A minimum of seven (7) up-to-date references, including journal articles as well as relevant books and websites are to be used. You must correctly reference your paper using Harvard referencing style (current CQUniversity abridged edition – link available in the Assessment tile).

Formatting
A 1,500-word limit has been set for this assignment. The assignment requires a cover page, discussion, references and appendix section (interview schedule and the interview transcript). To help scaffold your assessment refer to Assessment 3. Tips and Overview presentation located in the Assessment tile on the Moodle site.
In your assignment, ensure all your sources are properly cited and use your own words to explain any key points or ideas discussed, and use quotes sparingly (no more than 10% of the word count). Quote and paraphrase properly to avoid breaching academic integrity standards. See the referencing style guide for information on how to paraphrase and avoid plagiarism. Access referencing information on the Academic Learning Centre moodle site.

Word limit
1,500 words (excluding the reference list and appendices). The word count is considered from the first word of the Discussion section to the last word of the Discussion section. It excludes the cover page, reference list and appendices.

It includes in-text references and direct quotations.

<u>Literature and references</u>
In this assessment, use at least 7 relevant references to support your discussion. Suitable references include the set textbook (Walter 2019), peer-reviewed journal articles, government reports, edited books, legislation, as well as textbooks and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies.

<u>Requirements</u>
Include a cover page with your name/student number, unit code, assessment number, unit coordinator, and word count (plus extension details if you have received one).
Include a reference list after the Discussion section and on a new page.
Include an appendix (interview schedule and interview transcript) after the reference list and on a new page.
Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing, justified margins and 2.54cm page margins (standard pre-set margin in Microsoft Word).
Include page numbers on each page in a footer.
Write in the third-person perspective.
Use formal academic language (avoid contractions).
Use the Harvard referencing style. The CQUniversity Academic Learning Centre has an online [Harvard Referencing Style Guide].
Do not use dot points or numbered lists in your written assignment (except for the interview schedule).
Submit via SOCL19069 Moodle site through Turnitin.
Upload with the file named in the following format: Surname_ First name_ Student number_ A3

Resources
You can use unit provided materials (e.g., set textbook, eBook readings) and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
We recommend that you access your discipline-specific [library guide]: the [Social Work and Community Services Guide].
We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website].
For information on academic communication, please go to the [Academic Learning Centre Moodle site]. The Academic Communication section has many helpful resources, including information for students with English as a second language. Consider attending their Zoom sessions on referencing and academic writing.
Prior to submitting your final assignment file, we recommend you submit a draft before the due date to review your Turnitin Similarity Score. [Instructions are available here].
Double-check all uploaded files to ensure the correct file is submitted. We recommend you save your final assignment file to a new folder and only upload it from this folder.

Submission
Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria
Refer to the marking rubric that is available here and on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date
Week 12 Friday (8 Oct 2021) 11:55 pm AEST

Return Date to Students

25 October 2021
Weighting
40%
Assessment Criteria

HD	D	C	P	F
Writing and Analysis (20%)				

8.45-10 Excellent presentation of assignment. Consistently accurate with spelling, grammar and paragraph structure. Organisation and structure are clear and easy to follow. Adheres to prescribed word count. (10%)	7.45-8.449 A well presented assignment. Minimal (1-2) critical errors with spelling, grammar and paragraph structure. Organisation and structure are clear and relatively easy to follow. Adheres to prescribed word count.	6.45-7.449 A competently presented assignment. A few (3-4) critical errors with spelling, grammar or paragraph structure. Organisation and structure appropriate and can be followed. Adheres to prescribed word count.	4.95-6.449 An adequately presented assignment. Several (5-6) critical errors with spelling, grammar or paragraph structure. Organisation and structure apparent although not easy to follow. Adheres to prescribed word count.	0-4.949 Poorly presented assignment with many (>6) errors with spelling, grammar or paragraph structure. Organisation and structure lack clarity and are difficult to follow. Deviates from the prescribed word count.
8.45-10 Excellent preliminary analysis of the interview data providing a comprehensive summary of the main themes and findings. (10%)	7.45-8.449 Very good preliminary analysis of the interview data providing a strong summary of the main themes and findings.	6.45-7.449 Good preliminary analysis of the interview data providing an adequate summary of the main themes and findings.	4.95-6.449 Some preliminary analysis of the interview data providing a fair summary of a few main themes and findings.	0.4.949 Provides a poor or inadequate preliminary analysis of the interview data. The brief summary is lacking detail on the main themes and findings.

Ethics, Benefits/Limitations and Interview (60%)

16.90-20 Content provides comprehensive discussion of relevant ethical issues for the interview and gives examples. (20%)	14.90-16.89 Provides strong discussion that shows a strong understanding of the main points relating to the ethical issues for the interview and gives examples.	12.90-14.89 Provides appropriate discussion that demonstrates a solid understanding of most points relating to ethical issues for the interview and gives examples.	9.90-12.89 Provides some relevant discussion that puts forward a sufficient understanding of ethical issues for the interview and gives an example.	0-9.89 Content provides a poor or inadequate discussion of relevant ethical issues for the interview. A clear understanding of the basics is lacking and there are no examples or poor examples provided.
16.90-20 Provides an excellent interview schedule with clearly worded and relevant questions. The interview transcript is present, well formatted and has excellent detail . (20%)	14.90-16.89 Provides a very good interview schedule with mostly clearly worded and relevant questions. The interview transcript is present, formatted and has very good detail.	12.90-14.89 Provides an appropriate interview schedule with many clearly expressed and relevant questions.The interview transcript is present, formatted and has adequate detail.	9.90-12.89 Provides a fair interview schedule with some clearly expressed and relevant questions. The interview transcript is mostly present, somewhat formatted and some detail.	0-9.89 Content provides a poor or inadequate interview schedule and there is a lack of clearly expressed and relevant questions. The interview transcript is missing or is of a low standard with poor formatting and little detail.
16.90-20 Provides comprehensive and critical discussion of the benefits and limitations of qualitative interview research. (20%)	14.90-16.89 Provides strong discussion of the benefits and limitations of qualitative interview research.	12.90-14.89 Provides appropriate discussion of the benefits and limitations of qualitative interview research.	9.90-12.89 Provides some relevant discussion of the benefits and limitations of qualitative interview research.	0-9.89 Content provides a poor or inadequate discussion of the benefits and limitations of qualitative interview research.

Referencing (20%)

4.23-5	3.73-4.22	3.23-3.72	2.48-3.22	0-2.47
Consistently integrates references to support and reflect all ideas, factual information and quotations. (5%)	Generally, integrates references to support and reflect ideas, factual information and quotations with 1 or 2 exceptions.	Frequently integrates references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, factual information & quotations.
Consistently accurate with in-text referencing. (5%)	1-2 consistent in-text referencing errors identified.	3-4 consistent in-text referencing errors identified.	5-6 inconsistent in-text referencing errors identified.	Referencing is not consistent with Harvard (author-date) style. >6 inaccuracies with in-text referencing.
A minimum of 10 up-to-date references used including 5 journal articles as well as relevant books and websites. (5%)	A minimum of 9 up-to-date references used including 4 journal articles as well as relevant books and websites.	A minimum of 8 up-to-date references used including 3 journal articles as well as relevant books and websites.	A minimum of 7 up-to-date references used including 2 journal articles as well as relevant books and websites.	The required number of 7 references not used. Journal articles not sourced or not peer-reviewed. Most references not up-to-date. Chosen websites not credible.
Reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines Harvard ref style. (5%)	Reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines Harvard ref style. 1-2 consistent reference list errors.	Reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines Harvard ref style. 3-4 consistent reference list errors.	Reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines Harvard ref style. 5-6 consistent reference list errors.	Reference list does not appear in alphabetical order. Does not adhere to reference list presentation guidelines Harvard ref style. >6 consistent reference list errors.

Referencing Style

- [Harvard (author-date)](#)

Submission
Online

Learning Outcomes Assessed

- Apply a range of skills and competencies that critically evaluate the use and application of research methods and the analysis of data.
- Conduct a social survey.
- Explain and discuss both the benefits and limitations of qualitative and quantitative research and their appropriate contexts for application, while having and understanding of the constraints and concerns associated with undertaking and supervising a research project.
- Apply both qualitative and quantitative research techniques.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem