SOCL19069 *Social Research Methods*
Term 2 - 2023

Profile information current as at 02/05/2024 01:36 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

Successful completion of 48 credit points.
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 - 2023

- 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
Students to be allowed to select their own research topics for the two written assessments.

Recommendation
Students will select their own social issues for the assessments. Examples of suitable social issues will be provided and students will be encouraged to confirm their selected social issues with the unit coordinator.

Feedback from Unit Evaluation

Feedback
Provide students with more exemplars of report format and quantitative assignments.

Recommendation
More exemplars will be provided and clearer Assessment structure information provided.

Feedback from Unit Evaluation

Feedback
Finding some assessment resources in the Assessment tile.

Recommendation
The Moodle site will provide separate sections for each of the three assessments in the Assessment tile.

Feedback from Unit Evaluation, email

Feedback
An engaging and interesting unit with good assessments. The lectures, tutorials, teaching and support provided by the unit coordinator helped students learn.

Recommendation
To continue to support and engage with students.

Feedback from Unit Evaluation

Feedback
Provide a better practice quiz.

Recommendation
The practice quiz will be expanded in the number of questions and improved.

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%	●	●	●	●
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				

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

[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: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

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

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Research and the research process	Chapter 1 & 3 of Walter (2019) (prescribed text) Visit the study week schedule on Moodle for Week 1 set readings and activities.	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and quantitative research	Visit the study week schedule on Moodle for Week 2 set readings and activities.	

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Research design and research questions	Chapter 2 of Walter (2019) Visit the study week schedule on Moodle for Week 3 set readings and activities.	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Ethics in research	Chapter 4 of Walter (2019) Visit the study week schedule on Moodle for Week 4 set readings and activities.	**Assessment 1. Timed Online Quiz (20%)** Due: Week 4 Friday (4 Aug 2023) 11:00 pm AEST

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative and quantitative methodologies	Visit the study week schedule on Moodle for Week 5 set readings and activities.	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Measuring and sampling	Chapter 5 of Walter (2019) Visit the study week schedule on Moodle for Week 6 set readings and activities.	

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Constructing and conducting surveys	Chapter 6 of Walter (2019) Visit the study week schedule on Moodle for Week 7 set readings and activities.	

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Quantitative research - Analysing data and presenting survey results	Walter (2019), pp.239-254. Visit the study week schedule on Moodle for Week 8 set readings and activities.	**Assessment 2. Quantitative (Social Survey)** Due: Week 8 Monday (4 Sept 2023) 11:59 pm AEST

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research method - interviewing	Chapter 10 of Walter (2019) Visit the study week schedule on Moodle for Week 9 set readings and activities.	

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Qualitative research - Analysing the data	Chapter 11 & 13 of Walter (2019) Visit the study week schedule on Moodle for Week 10 set readings and activities.	

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Quality in research - Rigour	Visit the study week schedule on Moodle for Week 11 set readings and activities.	

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

| | | | No set readings for this week. | **Assessment 3. Qualitative (Interviewing & Analysis)** Due: Week 12 Tuesday (3 Oct 2023) 11:00 pm AEST |

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Assessment 1. Timed Online Quiz (20%)

Assessment Type
Online Quiz(zes)

Task Description
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.

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

Here is an example of a quiz question -
Q. An example of combining homelessness statistics, and identifying high-risk regions with personal interviews with social workers would be an example of what research?
a. Quantitative
b. Mixed methods
c. Qualitative
d. None of these
The correct answer is (b) Mixed methods —this is the one you need to select.
A practice quiz will be made available for you to familiarise yourself with the format, content type and process.

Instructions
There will be a total of 40 multiple-choice questions, and you must answer the questions in 45 minutes. Each correct answer is worth half a mark.
The quiz will be available for two days on the Moodle site. The quiz will become available on Thursday, 3 August 2023 (week 4) at 8 am. **The quiz will close at 11.00 pm (AEST) on Friday, 4 August 2023 (week 4).**
This is a timed online quiz that must be completed before the due time and date.
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.

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 (AEST) on Thursday, 3 August 2023.
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 (**11.00 pm (AEST), Friday, 5 August 2022**).
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 11.00 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 10.15 pm on Friday, 4 August 2023.
5. You 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 45 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. 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 on the next working day after the quiz has closed - Monday, 7 August 2023.

Requirements
You need a computer with a stable internet connection and 45 minutes of uninterrupted time.

Resources
• You can use the unit resources and other credible sources during the quiz.
• We recommend that you prepare before the quiz day and take the practice quiz.

Number of Quizzes
1

Frequency of Quizzes
Other

Assessment Due Date
Week 4 Friday (4 Aug 2023) 11:00 pm AEST

Return Date to Students
Week 5 Monday (7 Aug 2023)

Weighting
20%

Assessment Criteria
No Assessment Criteria

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit your completed quiz when you answer the 40 questions or the 45 minute time allowance lapses. The quiz will be set to submit your quiz at the end of the 45 minutes.

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.

2 Assessment 2. Quantitative (Social Survey)

Assessment Type
Written Assessment

Task Description
The aim of this assessment is to design a quantitative social survey by conducting an exploratory and concise literature review in the relevant field and formulating a research question. The purpose is for you to make connections between the unit material, a real-life research approach and the use of a quantitative research method.
Note: You are not to conduct the survey, this is a hypothetical exercise.

You may select one of the following sociological topics to research or identify one of your own. If selecting your own sociological topic, you are encouraged to discuss this with the Unit Coordinator prior to starting

your assessment.
1. Settlement challenges of immigrants
2. Aged care services
3. Advocacy for social justice
4. Mental health stigma
5. Access to education for people living with disability
6. Gender inequality in sports
7. Your own selected sociological topic.

Instructions
In this 1500 word (+/-10%) assessment, you are required to:
1) Select a suitable sociological topic of interest, either from the list of suggested topics or based on your own selection.
2) Conduct an exploration of the relevant literature in this area, taking notes to assist you in writing a concise literature review on the selected topic to provide context for your research question.
3) Identify a research question that is relevant to your topic and specify the type of quantitative research question being addressed, along with the variable(s) you are trying to measure.
4) Justify the significance of the research question by explaining its relevance and impact on the affected group(s) in society.
5) Discuss the benefits and limitations of using a quantitative survey approach to explore established relationships and patterns between variables within your selected sociological topic.
6) Develop a survey comprising a maximum of 15 questions related to your topic, along with five socio-demographic questions (e.g., age, education level). Examples of what constitutes a single survey question will be provided. Include the survey questions and answer choices in the appendix of your assignment. Ensure your survey questions will generate the necessary data to address your research question effectively and assess if your survey response scales, such as a 5-point Likert Scale, are appropriate.
7) Consider revising the survey questions, if necessary, to align with the research question and ensure the collection of relevant data.

Include a copy of your survey in Appendix A. The appendix is not included in the word count but is assessed (see the marking criteria).
Use a report format for the assignment with the following sections: Cover page, Table of Contents, Discussion (Literature review, Research question, Importance of the question), References, and Appendix A (Survey).
You are encouraged to discuss your assignment and resources with the unit coordinator and others in the Moodle Discussion Forum and Zoom tutorial sessions.
Use the literature to support your discussion and provide an in-text citation for the sources you use. If you use a direct quote as part of your discussion, it must be indicated as such, and you will need to provide full reference details using APA (7th Edition) referencing style. Use direct quotes sparingly and they should account for less than 10% of the word count.
A few sample surveys will be provided to students on Moodle as examples. The tutorial sessions will involve skills development using practical exercises on identifying keywords to undertake a literature review, identifying and constructing a research question, and developing a survey and writing good survey questions.

Please follow the steps below to complete your assessment task:
- Read the relevant required set textbook chapters and view the weekly topic resources and tutorial material on the Moodle site and in the e-Reading list.
- Familiarise yourself with the Assessment 2 Overview and Tips notes and recording in the Assessment 2 section of the Assessment tile.
- Search the CQU library and databases for useful references and undertake further reading.
- Draft an outline before writing your discussion. Where necessary, use examples to illustrate your applied understanding.
- Provide in-text citations to support your discussion and add a single reference list at the end of your document on a new page.

Literature and references

In this assessment, use a minimum of seven contemporary references (<10 years) to support your discussion. The required set textbook is one suitable reference. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles, textbooks, and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies.

Requirements

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 seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
The word limit is 1500 words (+/-10%) and 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 Appendix A (survey). It includes in-text references and direct quotations. Do not exceed the maximum word count of 1650 words. No abstract, introduction or conclusion sections are required for this assignment. Do not include any images, tables, graphs, or additional appendices.
Do not use dot points or numbered lists in your written assignment (except for the survey).

Resources

You can use unit provided materials, the set textbook, and other credible sources (e.g., journal articles, books, grey literature) 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.
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. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.
Submit your assessment via the unit Moodle site in Microsoft Word format only
Please follow the instructions in the Assessment tile on how to access the feedback in your marked assignment when it is returned.

Assessment Due Date
Week 8 Monday (4 Sept 2023) 11:59 pm AEST

Return Date to Students
Week 10 Monday (18 Sept 2023)

Weighting
40%

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

HD	D	C	P	F	F (zero)

Writing & word count (20%) An excellent presentation of assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count. (10%)	A well-presented assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count.	A competent presented assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count.	An adequately presented assignment, double spaced with size 12 font. The cover page is included. Adheres to prescribed word count.	A poorly presented assignment where one or more of the following problems are present: double-spacing not used; size 12 font not used, the cover page lacking information, or it deviates from the prescribed word count	An assignment where the presentation requirements have not been followed, the cover page is not included, or it deviates significantly from the prescribed word count.
An assignment where the presentation requirements have not been followed, the cover page is not included, or it deviates significantly from the prescribed word count. (10%)	Minimal (1-2) spelling, grammar, or paragraph structure errors. The organisation and structure are clear and relatively easy to follow.	A few (3-4) spelling, grammar, or paragraph structure errors. Organisation and structure are appropriate and can be followed	Several (5-6) spelling, grammar, or paragraph structure errors. Organisation and structure are apparent although not easy to follow.	Many (6-8) spelling, grammar, or paragraph structure errors. Organisation and structure lack clarity in some parts and are difficult to follow.	There are widespread spelling, grammar, or paragraph structure errors. Organisation and structure lack clarity and are difficult to follow.
Discussion & survey (60%) Content provides a comprehensive and critical discussion of the literature in the chosen topic area. (15%)	Provides a strong discussion that shows a strong understanding of the main points relating to the topic.	Provides appropriate discussion that demonstrates a solid understanding of most points relating to the topic.	Provides some relevant discussion that puts forward a sufficient understanding of several points relating to the topic.	Content provides a poor discussion of the main points relating to the topic. A clear understanding of the basics is lacking in parts.	Content provides an inadequate discussion of the main points relating to the topic. A clear understanding of the basics is absent.
Identifies a good research question and provides a comprehensive and critical discussion of the significance (justification) of the question that demonstrates an extensive understanding of the topic & group(s) affected. (15%)	Identifies a research question and provides a strong discussion of the significance (justification) of the question that shows a solid understanding of the topic & group(s) affected.	Identifies a research question and provides an appropriate discussion of the significance (justification) of the question that demonstrates a sound understanding of many points relating to the topic & group(s) affected.	Presents an inadequate research question. Provides some relevant discussion of the significance (justification) of the question that shows a basic understanding of the topic & group(s) affected.	The research question is confusing or there is a poor discussion of the significance (justification) of the question. A basic understanding of the topic is missing in parts & the group(s) affected.	A research question is absent and there is an inadequate discussion of the significance (justification) of the question. A basic understanding of the topic is missing along with consideration of the group(s) affected.
Provides a comprehensive and critical discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic. (15%)	Provides a strong discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic.	Provides an appropriate discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic.	Provides some relevant discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic.	Provides some relevant discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic.	Provides some relevant discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic.

The survey is well composed and has relevant and sufficient survey questions and answer options. (15%)	The survey is suitably composed with most survey questions and answer options relevant but with 1-2 errors.	The survey is adequately composed and has many relevant survey questions and answer options but with 3-4 errors.	The survey consists of a few adequate survey questions and answer options but with only 5-6 errors.	The survey is not composed appropriately and has a few significant problems around the adequacy, relevance or structure of the survey questions and answers.	The survey is not composed appropriately and has numerous significant problems around the adequacy, relevance or structure of the survey questions and answers.
Referencing (20%) Consistently integrates references to support and reflect all ideas, information, and quotations. (5%)	Generally, integrates references to support and reflect ideas, information, and quotations with 1 or 2 exceptions.	Frequently integrates references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions.	Occasionally integrates references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions.	Infrequent attempts (6-8) to integrate references to support & reflect ideas, information, & quotations.	Fails to integrate references to support & reflect ideas, information, or quotations.
A minimum of 10 up-to-date references were used including 5 journal articles as well as quality books and websites. (5%)	A minimum of 9 up-to-date references were used including 4 journal articles as well as quality books and websites.	A minimum of 8 up-to-date references were used including 3 journal articles as well as quality books and websites.	A minimum of 7 up-to-date references were used including 2 journal articles as well as quality books and websites.	The required number of up-to-date references was not used. The two journal articles were not sourced, or quality books and websites are not used.	References are not used, or they are mostly not up-to-date and not quality sources.
The reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines for APA 7th ed ref style. Consistently accurate with in-text referencing. (10%)	The reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines for APA 7th ed ref style. 1-2 consistent reference list errors. 1-2 consistent in-text referencing errors identified.	The reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines for APA 7th ed ref style. 3-4 consistent reference list errors. 3-4 consistent in-text referencing errors were identified.	The reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines for APA 7th ed ref style. 5-6 consistent reference list errors. 5-6 inconsistent in-text referencing errors were identified.	The reference list does not appear in alphabetical order and shows limited understanding of the APA 7th ed ref style and presentation guidelines. In-text referencing is largely not consistent with APA 7th ed.	The reference list does not appear in alphabetical order and shows no understanding of the APA 7th ed ref style and presentation guidelines. In-text referencing is not consistent at all with APA 7th ed style.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

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.

3 Assessment 3. Qualitative (Interviewing & Analysis)

Assessment Type
Written Assessment

Task Description
The aim of your assignment is to show consideration of ethical issues when conducting qualitative interviews; to be able to explain the usefulness of using qualitative interviews to examine the power dynamics within social relationships and institutions; and to illustrate your ability to construct open-ended interview questions and to provide a brief preliminary discussion of your interview data. This assessment is for you to connect the unit material and the real-life application of a qualitative research method. To meet this aim, you are to engage in the weekly unit material and readings.

Instructions
Your task is to develop ten open-ended questions, including prompts and probes, related to your chosen topic from Assessment 2. You will use these questions to conduct an interview. Please note that for this assessment, you should only interview a fellow student and not any individual who falls into the category of vulnerability as outlined in the National Statement on Ethical Conduct in Human Research (2007) – Updated 2018. If you are in doubt, please check with the Unit Coordinator. After conducting the interview, perform a preliminary analysis of the data gathered, allowing you to briefly discuss the main findings. This may involve identifying key themes and highlighting the most significant issues that emerged from the interview.

In this 1500 (+/-10%) word assessment you are required to:
1) Describe the ethical considerations associated with conducting interviews on your selected topic and provide specific examples based on your topic.
2) Explain the ways in which the interview method can be used to examine and analyse power dynamics within social relationships and institutions. Use specific examples based on your topic.
3) Develop an interview schedule and conduct an interview with a fellow student in the unit. Aim for less than 15 minutes and use handwritten notes to record responses.
4) Generate a transcript of the interview.
5) Perform a preliminary analysis of the interview data, identifying key themes and findings by including relevant examples from the data.

Important: Ensure that the person interviewed remains anonymous by assigning a pseudonym to the collected interview data. Avoid disclosing any identifiable information.

Please include a copy of the interview schedule with your open-ended questions (along with their corresponding answers) and include the interview transcript in an appendix. The appendix is not included in the word count but is evaluated as part of the assessment (see the marking criteria).
An Information Sheet and Consent Form will be provided for you to use when undertaking the interview. Please keep a copy of the Consent Form as evidence your participant has given their consent.
Use a report format for the assignment with the following sections: Front page, Table of Contents, Discussion (Ethical issues, Interviewing method for power dynamic analysis, Preliminary analysis), References, and Appendix A (Interview schedule, Interview transcript).

Please do not use dot points or numbered lists in your discussion section. You are encouraged to discuss your assignment and resources with the unit coordinator and others in the Moodle Discussion Forum and Zoom tutorial sessions.

Where appropriate, refer to the literature to support your discussion and provide an in-text citation for the sources you use. If you use a direct quote as part of your discussion, it must be indicated as such, and you will need to provide full reference details using APA (7th Edition) referencing style.

Please follow the steps below to complete your assessment task:
1. Read the relevant required set textbook chapters and view the weekly topic resources and tutorial material on the Moodle site and in the e-Reading list.
2. Familiarise yourself with the Assessment 3 Overview and Tips notes and recording in the Assessment 3 section of the Assessment tile.
3. Search the CQU library and databases for useful references for the discussion sections and undertake further reading.
4. Draft an outline before writing your discussion. Use examples to illustrate your applied understanding.
5.Provide in-text citations to support your discussion and add a single reference list at the end of your document on a new page.

Literature and references
In this assessment, use a minimum of seven contemporary references (<10 years) to support your discussion. The required set textbook is one suitable reference. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles, textbooks, and credible websites. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature from the internet must be from reputable websites such as government, university, or peak national bodies.

Requirements
- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in the third-person perspective.
- Use formal academic language (avoid contractions).
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.

The word count is considered from the discussion's first word to the discussion's last word. The word count excludes the reference list but includes in-text references and direct quotations. No abstract, introduction or conclusion sections are required for this assignment. Do not include any images, tables, graphs, or additional appendices.

Resources
You can use unit provided materials, the set textbook, and other credible sources (e.g., journal articles, books, grey literature) 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.
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.
Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission
Submit your assessment via the unit Moodle site in Microsoft Word format only.
Please follow the instructions in the Assessment tile on how to access the feedback in your marked assignment when it is returned.

Re-attempt
In this unit, you may be offered to re-attempt a failed assessment task to demonstrate your achievement of one or more of the unit's learning outcomes. A re-attempt will only be considered if you have demonstrated a reasonable attempt to complete every part of the assessment task.
If the Unit Coordinator allows you to re-attempt an assessment task, you must resubmit your revised work within seven (7) consecutive days of being notified about the re-attempt opportunity. A re-attempted assessment will receive a mark no greater than the minimum pass mark allowable for the original assessment task.

Assessment Due Date
Week 12 Tuesday (3 Oct 2023) 11:00 pm AEST
Return Date to Students

23 October 2023
Weighting
40%
Assessment Criteria
Refer to the marking rubric that is available here and on the Moodle site for more detail on how marks will be assigned.

HD	D	C	P	F	F (zero)

Writing & analysis (20%) Excellent presentation of the assignment. Consistently accurate with spelling, grammar, and paragraph structure. The organisation and structure are clear and easy to follow. Adheres to the prescribed word count.	A well-presented assignment. Minimal (1-2) critical spelling, grammar, and paragraph structure errors. The organisation and structure are clear and relatively easy to follow. Adheres to the prescribed word count.	A competently presented assignment. A few (3-4) critical spelling, grammar, or paragraph structure errors. Organisation and structure are appropriate and can be followed. Adheres to the prescribed word count.	An adequately presented assignment. Several (5-6) critical spelling, grammar, or paragraph structure errors. Organisation and structure are apparent although not easy to follow. Adheres to the prescribed word count.	Poorly presented assignment with many (>6) spelling, grammar, or paragraph structure errors. Organisation and structure lack clarity and are difficult to follow. Deviates from the prescribed word count.	An assignment where the presentation requirements have not been followed, the cover sheet is not included, or it deviates significantly from the prescribed word count.
Excellent preliminary analysis of the interview data providing a comprehensive summary of the main themes and findings.	A very good preliminary analysis of the interview data provides a strong summary of the main themes and findings.	A good preliminary analysis of the interview data provides an adequate summary of the main themes and findings.	Some preliminary analysis of the interview data provides a fair summary of a few main themes and findings.	Provides a poor preliminary analysis of the interview data. The summary is lacking detail on the main themes and findings.	The preliminary analysis of the interview data and summary of the main themes and findings are absent.
Ethics & interviewing (60%) Content provides a comprehensive discussion of relevant ethical issues for the topic and interview and gives examples.	Provides a strong discussion that shows a strong understanding of the main points relating to the ethical issues for the topic and interview and gives examples.	Provides appropriate discussion that demonstrates a solid understanding of most points relating to ethical issues for the topic and interview and gives examples.	Provides some relevant discussion that puts forward a sufficient understanding of ethical issues for the topic and interview and gives an example.	Poor discussion of relevant ethical issues for the topic and in-depth interview. A clear understanding of the basics is lacking and there are poor examples.	There is no discussion of relevant ethical issues for the topic and in-depth interview
Provides an excellent interview schedule with clearly worded and relevant questions. The interview transcript is present, well-formatted and has excellent detail.	Provides a very good interview schedule with mostly clearly worded and relevant questions. The interview transcript is present, formatted and has very good detail.	Provides an appropriate interview schedule with many clearly expressed and relevant questions. The interview transcript is present, formatted and has adequate detail.	Provides a fair interview schedule with some clearly expressed and relevant questions. The interview transcript is mostly present and has some format and detail.	Poor interview schedule with a lack of clearly expressed and relevant questions. The interview transcript is missing or has little detail and format.	There is no interview schedule and/or the interview transcript is missing.
Provides a comprehensive and critical discussion of how interviewing can explore & analyse power dynamics within social relationships & institutions.	Provides a strong discussion of how interviewing can explore & analyse power dynamics within social relationships & institutions.	Provides an appropriate discussion of how interviewing can explore & analyse power dynamics within social relationships & institutions.	Provides some relevant discussion of how interviewing can explore & analyse power dynamics within social relationships & institutions.	Poor discussion of how interviewing can explore & analyse power dynamics within social relationships & institutions.	There is no discussion of how interviewing can explore & analyse power dynamics within social relationships & institutions.

Referencing (20%) Consistently integrates references to support and reflect all ideas, information, and quotations.	Generally, integrates references to support and reflect ideas, information, and quotations with 1 or 2 exceptions.	Frequently integrates references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions.	Occasionally integrates references to support and reflect ideas, information, and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, information & quotations.	Fails to integrate references to support & reflect ideas, information, or quotations.
Consistently accurate with in-text referencing.	1-2 consistent in-text referencing errors identified.	3-4 consistent in-text referencing errors were identified.	5-6 inconsistent in-text referencing errors were identified.	Referencing is not consistent with APA (7th ed.) style. >6 inaccuracies with in-text referencing.	In-text referencing is not consistent at all with APA (7th ed style).
A minimum of 10 up-to-date references were used including 5 journal articles as well as relevant books and websites.	A minimum of 9 up-to-date references were used including 4 journal articles as well as relevant books and websites.	A minimum of 8 up-to-date references were used including 3 journal articles as well as relevant books and websites.	A minimum of 7 up-to-date references were used including 2 journal articles as well as relevant books and websites.	The required number of 7 references is not used. Journal articles are not sourced. Most references are not up to date. Chosen websites are not credible.	References are not used, or they are mostly not up-to-date and not quality sources.
The reference list appears in alphabetical order. Fully adheres to reference list presentation guidelines APA ref style.	The reference list appears in alphabetical order. Consistently adheres to reference list presentation guidelines APA ref style. 1-2 consistent reference list errors.	The reference list appears in alphabetical order. Frequently adheres to reference list presentation guidelines APA ref style. 3-4 consistent reference list errors.	The reference list appears in alphabetical order. Occasionally adheres to reference list presentation guidelines APA ref style. 5-6 consistent reference list errors.	The reference list does not appear in alphabetical order. Does not adhere to reference list presentation guidelines APA ref style. >6 consistent reference list errors.	The reference list does not appear in alphabetical order and shows no understanding of the APA 7th ed ref style and presentation guidelines.

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

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.

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