



# SOCL19069 Social Research Methods

## Term 2 - 2024

Profile information current as at 12/07/2025 11:21 am

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 - 2024

- 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
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### 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

If you are having issues accessing the text at Library website, paper copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

#### Additional Textbook Information

The library has an eBook of the prescribed textbook available to three concurrent users at any time.

[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](mailto:s.rockloff@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

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 - 15 Jul 2024

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 - 22 Jul 2024

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.	
<b>Week 4 - 29 Jul 2024</b>		
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.	<b>Assessment 1. Timed Online Quiz (20%)</b> Due: Week 4 Friday (2 Aug 2024) 11:00 pm AEST
<b>Week 5 - 05 Aug 2024</b>		
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.	
<b>Vacation Week - 12 Aug 2024</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 19 Aug 2024</b>		
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.	
<b>Week 7 - 26 Aug 2024</b>		
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.	
<b>Week 8 - 02 Sep 2024</b>		
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.	<b>Assessment 2. Quantitative (Social Survey) 1600 words (+/-10%)</b> Due: Week 8 Friday (6 Sept 2024) 11:00 pm AEST
<b>Week 9 - 09 Sep 2024</b>		
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.	
<b>Week 10 - 16 Sep 2024</b>		
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.	
<b>Week 11 - 23 Sep 2024</b>		
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 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Completion of Assessment 3.	No set readings for this week.	<b>Assessment 3. Qualitative (Interviewing &amp; Analysis) 1600 words (+/-10%) Due: Week 12 Friday (4 Oct 2024) 11:00 pm AEST</b>

### Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
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## 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.

#### 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, 1 August 2024 (week 4) at 8 am. The quiz will close at 11.00 pm on Friday, 2 August 2024 (week 4). This is a timed online quiz that must be started and 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.

**Note - If you have an Accessibility Plan that requires 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 in the Assessment tile to familiarise yourself with the format, content type, and process.

- Please follow the steps below to complete your assessment task:

The quiz will be delivered through the 'Assessment' section of the Moodle site and will only become visible and available at 8 am (AEST) on Thursday, 1 August 2024.

- You will need to have access to a stable Internet connection to complete the quiz. It is your responsibility to be available to sit the quiz before the due date and time (11 pm (AEST) on Friday, 2 August 2024).

- Before you take the quiz, ensure you have properly revised the unit content and choose a time and computer/place with minimum distraction to sit for the quiz.
- 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 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, 2 August 2024.
- 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.
- 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 on ph: 1300 666 620. It is recommended that you complete the quiz during office hours.
- Your quiz score will be provided the next working day (Monday, 5 August 2024).

**\*\*Please contact the Unit Coordinator immediately if you are unable to complete the quiz. Please take a photograph of your computer screen if you encounter an error or computer issue as evidence and assist TaSAC in fixing any problems.**

### **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 (2 Aug 2024) 11:00 pm AEST

Completion of the quiz is required by 11 pm (AEST). An open quiz will be automatically submitted at 11 pm (AEST).

### **Return Date to Students**

Week 5 Monday (5 Aug 2024)

Students will be advised of the release of the quiz mark via an announcement posted to the General Discussion Forum on the Unit Moodle site.

### **Weighting**

20%

### **Assessment Criteria**

Automatic grading in the online quiz.

### **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) 1600 words (+/-10%)

### 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 (desktop) exercise.**

### Instructions

Select a sociological topic from the relevant list of provided topics.

List A (Social Work, Psychology, and other cognate discipline students)

Addiction

Discrimination in the workplace

Poverty

Rights of older people

Unhoused/homeless

List B (Aviation students)

Operational efficiency

Sustainability practices

Airport security

Passenger in-flight satisfaction

Airport safety

Complete the following steps:

- 1) 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.
- 2) Identify a quantitative research question that is relevant to your topic.
- 3) State the hypothesis/hypotheses you are testing with the survey.
- 4) Identify the variable(s) you are trying to measure.
- 5) Justify the significance of the research question by explaining its relevance and impact on the affected group(s) in society.
- 6) Discuss the benefits and limitations of using a quantitative survey approach to explore established relationships and patterns between variables by using the literature and relating the argument to your selected topic.
- 7) 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 and test the hypothesis/hypotheses effectively, and assess if your survey response scales, such as a 5-point Likert Scale, are appropriate. Consider revising the survey questions, if necessary, to align with the research question and ensure the collection of relevant data. Demonstrated use of different levels of measurement (e.g., nominal, ordinal, interval, ratio) will be viewed favourably. High-quality survey questions and answer options have the following features – relevance to the topic and hypothesis/hypotheses, specific questions and terms, appropriate answer options, suitable use of scales (e.g., Likert scale), culturally appropriate language use and a logical flow of questions.
- 8) Include a copy of your survey in Appendix A. The survey needs to be properly formatted and easy to read. An Information Sheet and Consent Form need to be included before the survey. The appendix is not included in the word count but is assessed (see the Assessment Criteria). An Information Sheet and Consent Form template will be provided on the Moodle site for you to customise with your details.

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.

Please follow the information 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 PowerPoint 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.

### **Generative AI**

- Generative AI (GenAI) refers to any artificial intelligence that can generate new content. Gen-AI must not be used in any way for producing the assessment task which requires demonstration of human capacities/skills/knowledge.
- Please be aware that certain features in programs such as Grammarly and other writing aids incorporate Gen-AI capabilities that can rewrite sentences or entire paragraphs. The use of these features to generate or substantially alter content in your submission is not allowed.

### **Literature and references**

You are required to use the literature to support your discussion and provide an in-text citation for the sources you use to meet academic integrity requirements. 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.

In this assessment use at least 10 contemporary references (< 10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles and textbooks. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers.

### **Requirements**

- Your assessment must include the following sections: Cover page, Discussion (Steps 1 – 7), References, and Appendix A (Information Sheet, Consent Form, Survey).
- 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, Table of Contents, 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 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.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).
- 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 Friday (6 Sept 2024) 11:00 pm AEST

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

### **Return Date to Students**

Week 11 Monday (23 Sept 2024)

Students will be advised of the release of marked assignments via email notification and an announcement posted to the General Discussion Forum on the Unit Moodle site.

### **Weighting**

40%

### **Assessment Criteria**

Refer to the marking rubric on the Moodle site for more details on how marks will be assigned. Assessment re-attempt is not available for Assessment Two.

#### **Clarity, quality & structure of the writing (10%)**

8.45-10 (10%) Excellent presentation of the assignment. Consistently accurate with spelling, grammar, and paragraph structure. The organisation and structure are clear and easy to follow.

7.45-8.44 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.

6.45-7.44 A competently presented assignment. A few (3-4) critical spelling, grammar, or paragraph structure errors. Organisation and structure are appropriate and can be followed.

4.95-6.44 An adequately presented assignment. Several (5-6) critical spelling, grammar, or paragraph structure errors. Organisation and structure are apparent although not easy to follow.

0 -4.94 Poorly presented assignment with many (>6) spelling, grammar, or paragraph structure errors. Organisation and structure lack clarity and are difficult to follow.

#### **Discussion - applied knowledge, content quality & concise (60%)**

##### Review of the literature (15%)

12.68-15 (15%) Content provides a comprehensive and critical discussion of the literature in the chosen topic area.

11.18-12.67 Provides a strong discussion that shows a strong 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 discussion of the main points relating to the topic. A clear understanding of the basics is lacking in parts.

##### Research question & significance (15%)

12.68-15 (15%) Identifies a strong 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.

11.18-12.67 Identifies a good 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.

9.68-11.17 Identifies an adequate 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.

7.43-9.67 Presents a fair research question. Provides some relevant discussion of the significance (justification) of the question that shows a basic understanding of the topic & group(s) affected.

0-7.42 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.

##### Hypothesis & variables (15%)

12.68-15 Develops a strong hypothesis/hypotheses & identifies the appropriate variables to measure.

11.18-12.67 Develops a very good hypothesis/hypotheses & identifies the appropriate variables to measure.

9.68-11.17 Develops an adequate hypothesis/hypotheses & identifies the appropriate variables to measure.

7.43-9.67 Develops a fair hypothesis/hypotheses & attempts to identify the appropriate variables to measure.

0-7.42 The hypothesis/hypotheses and/or the appropriate variables to measure are missing or poorly stated.

##### Benefits & limitations of quantitative survey research (15%)

12.68-15 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.

11.18-12.67 Provides a very good discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic.

9.68-11.17 Provides an appropriate discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic.  
7.43-9.67 Provides some relevant discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic.  
0-7.42 Content provides a poor discussion of the benefits and limitations of quantitative survey research to explore established relationships and patterns between variables for your topic.

#### **Quality & relevance of the survey & other parts of Appendix A (20%)**

16.90-20 The survey is well composed and has relevant and sufficient survey questions and answer options. The Information Sheet & Consent Form are present & has excellent detail.  
14.90-16.89 The survey is suitably composed with most survey questions and answer options relevant but with a few errors. The Information Sheet & Consent Form are present & has very good detail.  
12.90-14.89 The survey is adequately composed and has many relevant survey questions and answer options but with several errors. The Information Sheet & Consent Form are present & has good detail but with a few elements missing/incorrect.  
9.90-12.89 The survey consists of a few adequate survey questions and answer options but with numerous errors. The Information Sheet & Consent Form are present & has adequate detail with some elements missing/incorrect.  
0-9.89 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 Information Sheet & Consent Form are present with many elements missing/ incorrect or are not included.

#### **Quality & use of referencing, in-text citations, & adherence to APA (7th ed) referencing style (10%)**

##### In-text referencing & adherence to APA (5%)

4.23-5 Consistently integrates references to support and reflect all ideas, information, and quotations. Consistently accurate with in-text referencing.  
3.73-4.22 Generally, integrates references to support and reflect ideas, information, and quotations with a few exceptions. Mostly consistent in-text referencing errors.  
3.23-3.72 Frequently integrates references to support and reflect ideas, information, and quotations, with several exceptions. Several consistent in-text referencing errors.  
2.48-3.22 Occasionally integrates references to support and reflect ideas, information, and quotations, with numerous exceptions. Frequent in-text referencing errors.  
0-2.47 Fails to or infrequent attempts to integrate references to support & reflect ideas, information & quotations. In-text referencing fails to demonstrate understanding of APA referencing style.

##### Use of contemporary references & reference list (5%)

4.23-5 A minimum of 10 up-to-date references were used including 5 journal articles as well as relevant books & websites. The reference list appears in alphabetical order. It fully adheres to APA style & reference list presentation guidelines.  
3.73-4.22 A minimum of 10 up-to-date references were used including 4 journal articles as well as relevant books and websites. The reference list appears in alphabetical order. Generally, adheres to APA style & reference list presentation guidelines with only a few consistent reference list errors.  
3.23-3.72 A minimum of 10 up-to-date references were used including 3 journal articles as well as relevant books and websites. The reference list appears in alphabetical order. Frequently adheres to APA style & reference list presentation guidelines but with several consistent reference list errors.  
2.48-3.22 A minimum of 10 up-to-date references were used including 2 journal articles as well as relevant books and websites. The reference list appears in alphabetical order. Occasionally adheres to APA style & reference list presentation guidelines but with numerous consistent reference list errors.  
0-2.47 The required number of 10 references is not used. Journal articles are not sourced. Most references are not up to date. Chosen websites are not credible. The reference list does not appear in alphabetical order and/or it does not adhere to APA style & reference list presentation guidelines due to multiple errors.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Submit your assessment as a single file via the unit Moodle site in Microsoft Word format only.

#### **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 an 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) 1600 words (+/-10%)

#### Assessment Type

Written Assessment

#### Task Description

The aim of this 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

Please follow the steps below to complete your assessment task:

1. Formulate a research question for this assessment. Identify the key variables in your quantitative research question (Assessment 2) and shift focus to qualitative aspects. (This step will be covered in the week 3 tutorial).
2. Develop an interview schedule with ten open-ended questions with each question having probes and prompts to gather more detailed responses from your interviewee. The interview questions need to focus on gathering data to answer your newly formulated qualitative research question. (The interview schedule forms part of Appendix A).
3. Use the provided Information Sheet and Informed Consent Form templates and modify them for your topic and interview. Provide these two forms to your participant before the interview.
4. Retain a copy of the consent form signed by your interview participant. This may be required to verify your research and show participant consent.
5. Using your interview schedule conduct an interview with a fellow student in the unit. Aim for an interview of less than 15 minutes and use handwritten notes to record responses (no audio or video recording).
6. Produce a transcript of the interview. Assign a pseudonym to your participant in the interview transcript (e.g. Participant 1), to protect their anonymity in the assignment. (The interview transcript forms part of Appendix A)
7. Use the interview transcript containing the collected data and perform a preliminary analysis of the data to identify the main themes in the qualitative data.
8. Discuss the main findings and how they answer the qualitative research question. This step will involve identifying key themes that emerged from the interview and using quotes from your participant's interview transcript to support the discussion. (Steps 7-8 will be covered in the week 10 tutorial).
9. Discuss the ethical considerations associated with conducting interviews on your selected topic using the published literature and provide specific examples based on your topic. (This step will be covered in the week 4 tutorial)

A single appendix is required to be included at the end of your Word document. Appendix A needs to contain a copy of your interview schedule and the interview transcript. The appendix is not included in the word count but is evaluated as part of the assessment (see the Assessment Criteria).

**Please note that for this assessment, you must only interview a fellow student from this unit and no person who falls into the category of vulnerability as outlined in the National Statement on Ethical Conduct in Human Research (2007) - Updated 2018. Failure to adhere to this requirement will result in a fail grade for the interview and data analysis parts. If you are in doubt, please check with the Unit Coordinator before proceeding.**

Please follow the information 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 3 Overview PowerPoint and recording in the Assessment 3 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 (before Appendix A).

## Generative AI

- Generative AI (GenAI) refers to any artificial intelligence that can generate new content. Gen-AI must not be used in any way for producing the assessment task which requires demonstration of human capacities/skills/knowledge.
- Please be aware that certain features in programs such as Grammarly and other writing aids incorporate Gen-AI capabilities that can rewrite sentences or entire paragraphs. The use of these features to generate or substantially alter content in your submission is not allowed.

## Literature and references

You are required to use the literature to support your discussion and provide an in-text citation for the sources you use to meet academic integrity requirements. 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.

In this assessment use at least 10 contemporary references (< 10 years) sourced from the CQUniversity library in this assessment to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles and textbooks. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian Association of Social Workers.

## Requirements

Your assessment must include the following sections:

- Cover page
- Discussion - Qualitative research question (step 1), - Presentation and discussion of the main themes and findings and how they answer the research question (step 8), - Ethical considerations (step 9), - References, - 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.
- 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, Table of Contents, 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 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.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.  
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 12 Friday (4 Oct 2024) 11:00 pm AEST

Submit your assessment as a single file via the unit Moodle site in Microsoft Word format only.

**Return Date to Students**

25 October 2024 - students will be advised of release of marked assignments via email notification and an announcement posted to the General Discussion Forum on the Unit Moodle site.

**Weighting**

40%

**Assessment Criteria**

Refer to the marking rubric on the Moodle site for more details on how marks will be assigned. Assessment re-attempt is not available for Assessment three.

**Clarity, quality & structure of the writing (10%)**

8.45-10 Excellent presentation of the assignment. Consistently accurate with spelling, grammar, and paragraph structure. The organisation and structure are clear and easy to follow.

7.45-8.44 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.

6.45-7.44 A competently presented assignment. A few (3-4) critical spelling, grammar, or paragraph structure errors. Organisation and structure are appropriate and can be followed.

4.95-6.44 An adequately presented assignment. Several (5-6) critical spelling, grammar, or paragraph structure errors. Organisation and structure are apparent although not easy to follow.

0 -4.94 Poorly presented assignment with many (>6) spelling, grammar, or paragraph structure errors. Organisation and structure lack clarity and are difficult to follow.

**Discussion - applied knowledge, content quality & concise (60%)****Research question (10%)**

8.45-10 Excellent qualitative research question developed.

7.45-8.44 A very good qualitative research question developed.

6.45-7.44 A good qualitative research question developed.

4.95-6.44 A fair qualitative research question developed.

0-4.94 A poor or no qualitative research question developed.

**Analysis (20%)**

16.90-20 Excellent concise preliminary analysis of the interview data by summarising the main themes & providing supporting evidence using participant quotes.

14.90-16.89 A very good concise preliminary analysis of the interview data by summarising the main themes & providing supporting evidence using participant quotes.

12.90-14.89 A good concise preliminary analysis of the interview data by summarising the main themes & providing supporting evidence using participant quotes.

9.90-12.89 Some concise preliminary analysis of the interview by summarising the main themes & providing supporting evidence using participant quotes.

0-9.89 Provides a poor preliminary analysis of the interview data. The summary is lacking detail or missing main themes and participant quotes. Lacks concise detail.

**Discussion of main findings (10%)**

8.45-10 Excellent concise comprehensive discussion of how the main findings to answer the research qu..

7.45-8.44 A very good concise preliminary discussion of how the main findings to answer the research qu.

6.45-7.44 A good concise preliminary discussion of how the main findings to answer the research qu.

4.95-6.44 Some concise preliminary discussion of how the main findings to answer the research qu.

0-4.94 Provides a poor preliminary discussion of how the main findings to answer the research qu. Lacks concise detail.

**Ethical issues (20%)**

16.90-20 Content provides a concise comprehensive discussion of relevant ethical issues for the topic and interview and gives examples.

14.90-16.89 Provides a concise strong discussion that shows a strong understanding of the main points relating to the ethical issues for the topic and interview and gives examples.

12.90-14.89 Provides appropriate concise discussion that demonstrates a solid understanding of most points relating to ethical issues for the topic and interview and gives examples.

9.90-12.89 Provides some relevant concise discussion that puts forward a sufficient understanding of ethical issues for

the topic and interview and gives an example.

0-9.89 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. Lacks concise detail.

### **Quality & relevance of the interview questions & other parts of Appendix A (20%)**

16.90-20 (20%) Provides an excellent interview schedule with clearly worded and relevant questions (including prompts & probes) to produce strong data to answer the research question. The interview transcript is present, well-formatted, and has excellent detail.

14.90-16.89 Provides a very good interview schedule with mostly clearly worded and relevant questions (including prompts & probes) to produce good data to answer the research question. 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 (including prompts & probes) to produce adequate data to answer the research question. 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 (incl prompts & probes) to produce some data to answer the research question. The interview transcript is mostly present and has some format and detail.

0-9.89 Poor or no interview schedule with a lack of clearly expressed and relevant questions (missing adequate prompts & probes) to produce limited or no data to answer the research question. The interview transcript is missing or has little detail and format.

### **Quality & use of referencing, in-text citations, & adherence to APA (7th ed) referencing style (10%)**

#### In-text referencing & adherence to APA (5%)

4.23-5 Consistently integrates references to support and reflect all ideas, information, and quotations. Consistently accurate with in-text referencing.

3.73-4.22 Generally, integrates references to support and reflect ideas, information, and quotations with a few exceptions. Mostly consistent in-text referencing errors.

3.23-3.72 Frequently integrates references to support and reflect ideas, information, and quotations, with 3 or 4 exceptions. Several consistent in-text referencing errors.

2.48-3.22 Occasionally integrates references to support and reflect ideas, information, and quotations, with numerous exceptions. Frequent in-text referencing errors.

0-2.47 Fails to or infrequent attempts (>6 errors) to integrate references to support & reflect ideas, information & quotations. In-text referencing fails to demonstrate understanding of APA referencing style.

#### Use of contemporary references & reference list (5%)

4.23-5 A minimum of 10 up-to-date references were used including 5 journal articles as well as relevant books & websites. The reference list appears in alphabetical order. It fully adheres to APA style & reference list presentation guidelines.

3.73-4.22 A minimum of 10 up-to-date references were used including 4 journal articles as well as relevant books and websites. The reference list appears in alphabetical order. Generally, adheres to APA style & reference list presentation guidelines with only a few consistent reference list errors.

3.23-3.72 A minimum of 10 up-to-date references were used including 3 journal articles as well as relevant books and websites. The reference list appears in alphabetical order. Frequently adheres to APA style & reference list presentation guidelines but with several consistent reference list errors.

2.48-3.22 A minimum of 10 up-to-date references were used including 2 journal articles as well as relevant books and websites. The reference list appears in alphabetical order. Occasionally adheres to APA style & reference list presentation guidelines but with numerous consistent reference list errors.

0-2.47 The required number of 10 references is not used. Journal articles are not sourced. Most references are not up to date. Chosen websites are not credible. The reference list does not appear in alphabetical order and/or it does not adhere to APA style & reference list presentation guidelines due to multiple errors.

### **Referencing Style**

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

### **Submission**

Online

### **Submission Instructions**

Submit your assessment as a single file via the unit Moodle site in Microsoft Word format only.

### **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 an 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