

Module Code	MAN00028M
Module	Qualitative Research Methods- Resit
Module Leader	Mark Egan
Assessment	Open
Maximum Word Count	2,000
Release Date	Summer 2019
Submission Date	TBC week commencing Monday 12 August 2019
Weighting	100%

Important information.

A penalty of **FIVE** marks will be deducted for late submissions that are made up to and including the first hour of the deadline. Submissions that are more than one hour late but within the first 24 hours of the deadline will incur a penalty of **TEN** marks. After the first 24 hours have passed, 10 marks will be deducted for every 24 hours (or part thereof) that the submission is late for a total of 5 days. After 5 days it is treated as a non-submission and given a mark of zero. The consequences of non-submission are serious and can include de-registration from the University.

If you are unable to complete your open assessment by the submission date indicated above because of Exceptional Circumstances you can apply for an extension. If unforeseeable and exceptional circumstances do occur, you must seek support and provide evidence as soon as possible at the time of the occurrence. Applications must be made before the deadline to be considered.

Full details of the Exceptional Circumstances Policy and claim form can be found here: <https://www.york.ac.uk/students/studying/progress/exceptional-circumstances>

If you submit your open assessment on time but feel that your performance has been affected by Exceptional Circumstances you may submit an Exceptional Circumstances Affecting Assessment claim form by **Noon, [7 days from the published assessment submission deadline]**. If you do not submit by the deadline indicated without good reason your claim will not be considered.

Please take proper precautions to safeguard your work and remember to make backup copies of your data. The University provides all its students with storage space on the University server and you should save and back up any work in progress on this server on a regular basis. Computer failure and theft of your equipment or storage media are not considered exceptional circumstances and extensions cannot be granted for work lost for these reasons.

Word count requirements

The word count for this assignment is **2,000** words.

You must state on the front of your assignment the number of words used and this will be checked.

The main text for this assignment must be word-processed in Arial, font 12, double spacing, minimum 2cm margins all around.

You must observe the word count specified in this assignment brief. The School has a policy of accepting variations to the recommended word count of plus or minus 10%.

What does this mean for you?

Markers will mark your work up to the word count maximum plus 10% and then will stop marking; therefore all words which are in excess of the word count plus 10% will not be marked.

Where your word count is more than 10% below that specified, it is likely that this will result in a lack of analytical depth or relevant content, which will be reflected in the mark assigned.

What is in the word count?

The word count includes:

- the main text, including in-text reference citations and quotations.

The word count **does not** include:

- Appendices.

These may be used to include supporting data, which may be too detailed or complex to include as a Table. They are not a device to incorporate material, which would otherwise cause you to exceed the word limit.

- Title page
- Contents page
- Abstract/executive summary
- Tables, figures, legends
- Reference lists
- Acknowledgements

Resit Assessment

Students will be required to redo the assignment taking into account feedback offered on their original submission.

The objective of the assignment is to help you to demonstrate qualitative research skills in conducting a research exercise using methods discussed in the course.

Research

Your task is to interview a **student**, and investigate **student identity**, and utilise the method of photo elicitation (using visual images to generate comments) **THIS MUST BE A DIFFERENT PERSON TO THE ONE INTERVIEWED FOR THE ORIGINAL ASSIGNMENT**

The focus of your research question will be *'How do students construct their identities through university life.'*

You are to ask the student participant to take 10 photos that are a meaningful visual representation of their student identity. The 10 images will be the focus of the interview and questions. The images could demonstrate various aspects of student identity including:

- Participation in particular aspects of university life
- Examples of educational and social engagement
- The material world of student life
- The spaces of student life, communal, shared, individual.
- Routines and daily practices of student life

Before the interview, you should brief the person about the purpose and topic of the interview and get the person to sign a consent form.

You should also ask permission, and if granted, record the interview. The interview should be about 30 minutes long.

Written Assignment

- The write up must start with a reflection on the interview process and method of photo elicitation. This should include discussion of these methods, and the advantages and disadvantages of photo elicitation.
- Detail and reflect on your interview strategy and design (e.g. how you developed conversation around the photos) and support this with quotes from your interview to illustrate what worked well and what did not.
- Write up your analysis of the interview and conversation. Select images and related interview data to discuss and analyse.

- You can also comment on any ethical issues that you need to consider in respects to the interview.

Important- please make your participant aware of the following ethical considerations when taking photos or Videos

- Photograph only in public spaces where people have a reasonable expectation of being observed or filmed.
- Where images clearly focus on specific individuals obtain their permission for image use. In gaining consent tell the individual why you are shooting, what the images will be used for and where they will be displayed, and how they can obtain a copy. If they decline to take part respect their decision and not to be photographed.
- If you want to photograph in private or semi-public spaces (e.g. pavement cafés, offices, shops) only do so where you have permission.
- Do not photograph in places that expose you to more risk than would be expected as part of daily life
- Do not take images involving children or vulnerable people.
- Do not shoot or use any material that you know is liable to cause offence or which may bring the University of York into disrepute.
- Do not use material that is copyrighted (or belongs to someone else unless you have permission). You could not infringe someone else's copyright in a commercial project and cannot do it here.
- If in doubt, consult Dr Mark Egan (module leader).

Written Assignment

- The write up must start with a reflection on the interview process and method of elicitation techniques. This should include discussion of these methods, such as the advantages and disadvantages of projective stimuli
- Detail and reflect on your interview strategy and design (e.g. how you developed conversation around the elicitation techniques) and support this with quotes from your interview to illustrate what worked well and what did not.
- Write up your analysis of the interview and conversation. Select elicitation examples, and related interview data, to discuss and analyse.

- Comment on any ethical issues that you need to consider in respects to the interview and elicitation techniques

In completing part 1, you must ensure you address the following:

- Submit the first 10 minutes of the interview transcript as an appendix.
- Embed, cite and reference key texts on interview methods and elicitation techniques, such as Flick on theories underpinning qualitative research; Mayers on interview structure, preparation and analysis; Bryman and Bell on interview analysis; and Alvesson on reflexivity; Warren on photography and voice; challenges in visual data analysis, Keim).
- Make sure that your interviewee signs two copies of the ethics consent form before the interview (the form is provided at the end of this document). The interviewee keeps one copy of the form, but you **MUST** submit the second copy **SEPARATELY FROM YOUR ASSIGNMENT**. It will be filed. Please do not submit it as a part of your assignment as this will identify you to the marker and breach the anonymity criterion and could disqualify your assignment from the assessment.

Indication for quality standards:

Excellent assignments will showcase rigours and reflexive account on interview preparation, in depth knowledge of elicitation techniques, process and analysis; embedded in scholarly work. The transcripts need to demonstrate exceptional interviewing and listening skills, resulting in 'rich data'. In terms of analysis, the argument needs to be convincing and well balanced with quotations. Evidence of ethically sound practices and appreciation of the impact and sensitivities of the conversation and/or the experience of being interviewed needs to be provided. Finally, presentation needs to be outstanding (i.e. clear structure, good use of language and references with no errors).

Good assignments will demonstrate most of the above qualities, but requires further work in one or more areas. These include, scholarship not fully embedded; interviewing or listening skills need fine-tuning; use of data and use of elicitation method either not convincing or unbalanced; fuller understanding of ethics and impact on interviewee needed; good presentation but some errors may be present.

Average assignments will have errors, generally related to insufficient preparation, resulting in average interview data, generating less convincing analysis. More reference to scholarly work is generally needed and some misunderstanding and/or misinterpretations may be present, particularly in relation to ethics, your own subjectivity and impact on interviewee. Presentation needs further attention.

Poor assignments have major errors. Interview preparation and technique are generally poor, failing to generate 'rich data'. Scholarly work not included and/or

misrepresented, failing to demonstrate understanding of the method used. The use of data and analysis is poor with limited or no quotations and/or weak analysis. Ethical procedures not followed and/or limited sensitivity shown to the interviewee and/or the subject matter. Presentation is also poor.

THE YORK MANAGEMENT SCHOOL			
Student number:		Module: Qualitative Research Methods	
Generic criteria		Module specific learning outcomes	
G1	Presentation	S1	Develop an appreciation of the norms and expectations associated with research within the qualitative methodological category;
G2	Theory and literature review	S2	Understand the different methods and techniques of data gathering available, their strengths and weaknesses
G3	Analysis and problem solving	S3	Competently gather data and analyse it appropriately in the context of both a qualitative and mixed method research project.
G4	Structure and argument		
G5	Conclusions		
G6	Correctness of referencing		
Comments on assessment criteria			
Suggestions for improvement			
Date:		Marker:	

Qualitative Research Methods Interview Assignment

Student name:

Exam number: Y

Programme:

Course Leader: Dr Mark Egan, The York Management School, University of York, Freboys Lane, Heslington, York YO10 5GD. email: mark.egan@york.ac.uk

Consent form

This form is for you to state whether or not you agree to take part in the interview. Please read and answer every question. If there is anything you do not understand, or if you want more information, please ask me.

	YES	NO
Have I explained why I want to talk to you?	<input type="checkbox"/>	<input type="checkbox"/>
Have you had an opportunity to ask questions about today's talk?	<input type="checkbox"/>	<input type="checkbox"/>
Do you understand that the information you provide will be held in confidence by the interviewer?	<input type="checkbox"/>	<input type="checkbox"/>
Do you understand that you may withdraw from the chat at any time and for any reason?	<input type="checkbox"/>	<input type="checkbox"/>
Do you agree to take part in the interview?	<input type="checkbox"/>	<input type="checkbox"/>
If yes, do you agree to your interviews being recorded? (You may take part in the study without agreeing to this).	<input type="checkbox"/>	<input type="checkbox"/>

Interviewee name (in BLOCK letters):

Interviewee signature:

Interviewer's name:

Date: _____

Should there be any cause for concern you can contact the course tutor Dr Mark Egan (details above).

ONE COPY FOR INTERVIEWEE & ONE COPY TO BE RETAINED BY STUDENT