

Assessment name:	Qualitative Research Essay
Learning outcomes assessed	<ul style="list-style-type: none"> • Demonstrate knowledge of qualitative methodologies • Demonstrate critical, creative and analytical thinking in relation to qualitative research approaches • Demonstrate high level communication skills in the application of specific theoretical approaches.
Length:	2500 words
Formative/Summative:	Summative
How will I be assessed:	7 point grading scale using a rubric
Presentation requirements:	<p>Format of assignment: Your assignment should be prepared as follows:</p> <ul style="list-style-type: none"> • Written in full sentences, using paragraphs and correct grammar and spelling-NO DOT POINTS • The first page should be a cover sheet with the assessment title, your name, student number, tutor name and word count. • Include a 'footer' on each page with your name, student number, unit code and page number. • 2 cm margins on all sides, double-line spaced text • Use font size 12 using Arial, Calibri or Times New Roman • CiteWrite APA style referencing

Task description:

This assessment is [an analytic essay](#) and requires you to write an introduction, a body and a conclusion. You must undertake research and cite the authors of any ideas you introduce into the essay.

The resources drawn on to support your points and arguments, must be high quality academic sources including refereed journal articles and text books if appropriate. Please read whole articles and not just the abstract. Un-authored web sites are considered unacceptable.

What you need to do:

First note that the focus of the assignment is on **theoretical justification** (theoretical argument) and [not on research methods](#).

CHOOSE ONE (1) OF THE FOLLOWING:

- 1) Critically explore the use of action research as a strategy to promote social change.
- 2) Discourse analysis has gained currency as a research approach in the health sciences. Argue its application to a relevant area of your practice/or interest.

Assessment Task 1 Rubric INTERNAL AND EXTERNAL

Criteria	7	6	5	4	3	2 - 1
<p>Advanced Knowledge Demonstrates advanced and in-depth understanding of an area of theory/methodology that informs qualitative research.</p> <p>Weighting: 33%</p>	<ul style="list-style-type: none"> • Demonstrated advanced and in-depth knowledge of a theoretical position/framework that may inform qualitative research. • Grounded argument in an extensive range of literature from across disciplines. 	<ul style="list-style-type: none"> • Demonstrated substantial knowledge of a theoretical position/framework that may inform qualitative research. • Grounded argument in an extensive range of literature. 	<ul style="list-style-type: none"> • Demonstrated sufficient knowledge of a theoretical position/framework that may inform qualitative research. • Grounded argument in a wide range of literature. 	<ul style="list-style-type: none"> • Demonstrated minimum required knowledge of a theoretical position/framework that may inform qualitative research. • Grounded argument in credible literature 	<ul style="list-style-type: none"> • Made limited or no reference to a theoretical position/framework that may inform qualitative research. • Made little or no attempt to ground work in appropriate literature. 	<ul style="list-style-type: none"> • Did not meet the requirements of the set task.
<p>Critical Thinking Demonstrates advanced skills in critical analysis and assimilation of a breadth of knowledge related to qualitative research.</p> <p>Weighting: 34%</p>	<ul style="list-style-type: none"> • Justified your position with reasoning that is extensive, relevant, and provides excellent grounds for your argument. • Interrogated critically and assimilated the available evidence to produce a robust and coherent analysis. 	<ul style="list-style-type: none"> • Justified your position with reasoning that is highly credible, relevant and supports your arguments • Interrogated critically and assimilated the available evidence to produce a coherent analysis. 	<ul style="list-style-type: none"> • Justified your position with reasoning that is acceptable and supports your arguments • Assimilated a range of perspectives to produce a strongly argued position. 	<ul style="list-style-type: none"> • Justified your position with reasoning that tends to support arguments • Demonstrated some analysis and synthesis of ideas. 	<ul style="list-style-type: none"> • Sourced minimal information. • Identified limited or no implications of a position or argument. 	<ul style="list-style-type: none"> • Did not meet the requirements of the set task..
<p>Academic Writing /Communication Demonstrates clarity of expression and adheres to academic literacy standards in communication of argument and supportive evidence.</p> <p>Weighting: 33 %</p>	<ul style="list-style-type: none"> • Writing style was analytical and coherent in assimilating a range of material. • Consistently met expected standards of English grammar and spelling. • Used language of the discipline. • Used non-discriminatory and culturally safe language. 	<ul style="list-style-type: none"> • Writing style was analytical and coherent in assimilating a range of material. • Met expected standards of English grammar and spelling. • Used language of the discipline. • Used non-discriminatory and culturally safe language. 	<ul style="list-style-type: none"> • Writing style was analytical and expression of ideas was mostly clear. • Mostly met expected standards. • Used language of the discipline. • Used non-discriminatory and culturally safe language. 	<ul style="list-style-type: none"> • Clear analytical approach was attempted. • Met standards of English grammar and spelling with some errors. • Used language of the discipline. • Used non-discriminatory and culturally safe language. 	<ul style="list-style-type: none"> • Writing style was descriptive and without analysis. • Many errors of grammar and spelling. • Used lay language rather than language of the discipline. • At times used discriminatory and culturally inappropriate language. 	<ul style="list-style-type: none"> • Did not meet the requirements of the set task.