



STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Qualitative Health Research				
Module Code	UZVSMM-15-M	Level	M	Version	3
Owning Faculty	Health & Life Sciences	Field	Health Community & Policy Studies		
Contributes towards	MSc Public Health				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Project
Pre-requisites	None		Co- Requisites	None	
Excluded Combinations	None		Module Entry requirements	None Can be offered as CPD	
Valid From	Sept 2013 September 2019 (v3)		Valid to		
CAP Approval Date	May 29 th 2013				
Approval Date	29 May 2019 (v3)				

Part 2: Learning and Teaching	
Learning Outcomes	<p>This module provides important theoretical and conceptual grounding in qualitative research. On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an appreciation of qualitative research traditions and methodologies, and understand how and when to use them 2. Critically evaluate the advantages and disadvantages of qualitative methods for health research 3. Demonstrate critical understanding of the main methods used in qualitative research for generating data, and carrying out qualitative data analysis (QDA) in primary research and in qualitative synthesis 4. Show critical awareness of key issues around credibility and quality in qualitative research 5. Show critical awareness of ethical issues and reflexivity as applied to qualitative research 6. Understand and assess how qualitative research is presented in the form of research papers and other publications <p>The assessment is used to assess all learning outcomes.</p>
Syllabus Outline	<p>The syllabus outlines four key areas:</p> <ol style="list-style-type: none"> 1. Definition, nomenclature, epistemology: what is qualitative research; traditions of qualitative research; diverse methodological approaches (grounded theory;

	<p>ethnography; phenomenology; narrative inquiry); the place of qualitative research in health research and evidence-based healthcare.</p> <ol style="list-style-type: none"> 2. Current methodological debates: the value of qualitative research; ethics; sampling; reflexivity; quality criteria: validity, reliability and rigour; critical appraisal. 3. Methods for qualitative data collection (QDC): interviewing; observation and field notes; focus groups and group facilitation; online qualitative approaches. 4. Methods for qualitative data analysis (QDA): basic principles; transcribing; field notes; data management; coding; inductive and deductive analysis; approaches to data analysis (thematic content analysis; framework approach; narrative analysis; discourse); qualitative approaches to evidence synthesis.
Contact Hours	There will be a total of 30 hours of contact time delivered through lectures, seminars, practical workshops and on-line activities.
Teaching and Learning Methods	<p>Scheduled learning includes lectures and workshops.</p> <p>Independent learning includes hours engaged with essential reading, workshop preparation, assignment preparation and completion.</p> <p>Technology Enhanced Learning will supplement taught sessions, to enable all students to access essential and supplementary learning materials via Blackboard. Module support will be supplemented with an electronic discussion board (either via Blackboard or via a dedicated Blog). Podcasts / Video will be used to accompany lecture input.</p>

Generic Graduate Skills	Generic Graduate Skill	<i>Specific strand (e.g. presentation) - Optional</i>	Introduced	Practiced	Evidenced
	1. Communication	curricular theme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	2. Professionalism		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3. Critical Thinking	assessed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	4. Digital Fluency		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5. Innovative and Enterprising		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. Forward Looking	assessed	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	7. Emotional Intelligence	curricular theme	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	8. Globally Engaged		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Strategy	<p>Core and Further Readings</p> <p>All essential, indicative and supplementary reading are indicated and available via Blackboard, which include access to online databases, journals and e-textbooks. Students are recommended hard copy and electronic textbooks via the dedicated online reading list (below). They are also required to access peer reviewed online academic journals to support their reading and prepare for the assignment, all accessible via the online UWE Library.</p> <p>Specific reading is recommended for individual taught sessions. Students are expected to research widely to develop their assignment, using the variety of online resources at their disposal.</p> <p>Access and Skills</p> <p>Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials on finding books and journals, evaluating information and referencing. Further details are available at http://www1.uwe.ac.uk/library/.</p>				
Indicative Reading List	<p>Indicative Reading List (library online list for module):</p> <p>https://rl.talis.com/3/uwe/lists/E0885C65-CC8A-65AB-13E9-780BB2349C0F.html?lang=en-GB&login=1</p>				

Part 3: Assessment	
Assessment Strategy	<p>3000 word essay</p> <p>Students must undertake one coursework component in the form of a 3000-word essay and submit this electronically via Blackboard. All details of the assignment are published to students on Blackboard at the start of the module. In preparing for the assignment, students are supported with classroom and Blackboard based activities to support their learning and guide them as to what is expected and required for the assignment. Detailed assignment guidance is provided in Blackboard along with a dedicated assignment support session programmed into the teaching. The assignment is designed to equip students with the requisite knowledge, understanding and skills to critique published qualitative research and to plan and execute a qualitative research project. In this regard, it is an essential stage in preparing students to undertake primary qualitative research for their dissertation. For the assignment, students are required to write an essay, which explores their</p>

	<p>knowledge and understanding of qualitative research methodologies and methods. The assignment will require students to interpret published qualitative research and to consider the application of methodology and methods to applied research. Students will be provided with contemporary examples that span the range of methodological approaches and have the opportunity to debate and critique qualitative research approaches and techniques within taught sessions that help prepare them for the assignment. This assignment assesses all Learning Outcomes.</p>
--	---

Identify final assessment component and element	Component A 100%		
% weighting between components A and B (Standard modules only)	A:	B:	
	100%		
First Sit			
Component A (controlled conditions) Description of each element	Element weighting (as 100 % of component)		
1. 3000 word essay	100%		

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element	Element weighting (as 100 % of component)		
1. 3000 word essay	100%		
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.			

FOR OFFICE USE ONLY

First Approval Date (and panel type)	May 29 th 2013			
Revision ASQC Approval Date	29/05/2019	Version	3	RIA 12941