



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Qualitative Health Research				
Module Code	UZVSMM-15-M	Level	M	Version	1
Owning Faculty	Health & Applied Sciences	Field	Health & Social Sciences		
Contributes towards	MSc Public Health				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- Requisites	None	
Excluded Combinations	None		Module Entry requirements	None Can be offered as CPD	
Valid From	Sept 2013		Valid to		

CAP Approval Date	May 29 th 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>This module provides important theoretical and conceptual grounding in qualitative research.</p> <p>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
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; ethnography; phenomenology; narrative inquiry); the place of qualitative research in health research and evidence-based healthcare.

	<p>2. Current methodological debates: the value of qualitative research; ethics; sampling; reflexivity; quality criteria: validity, reliability and rigour; critical appraisal.</p> <p>3. Methods for qualitative data collection (QDC): interviewing; observation and field notes; focus groups and group facilitation; online qualitative approaches.</p> <p>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.</p>
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>
Reading Strategy	<p>Core and further readings Students will be directed to this reading which is available electronically. Essential texts will be clearly indicated and digitised and provided via Blackboard wherever possible. Students will be expected to read more widely by identifying relevant material using the Module Guide, the Library Catalogue and a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. The purpose of this wider reading is to ensure students are familiar with current research, classic works and material specific to their interests from the academic literature.</p> <p>Access and skills Additional support is available online via the UWE Library Services web pages, including interactive tutorials on literature searching skills and the use of electronic library resources. Workshops are also offered by the library. These can be accessed via the UWE Library Services web pages http://www1.uwe.ac.uk/library/.</p> <p>Indicative reading list The following indicative reading list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the Module Guide.</p>
Indicative Reading List	<p>Agar, M.H. (1996) <i>The Professional Stranger: an informal introduction to ethnography</i>. 2nd ed. London: Academic Press.</p> <p>Bowling, A. (2009) <i>Research Methods in Health: Investigating Health and Health Services</i>. [online] 3rd ed. Maidenhead: Open University Press. [Accessed 8 March 2013].</p> <p>Barbour, R. (2008) <i>Introducing Qualitative Research: A Student Guide to the Craft of Doing Qualitative Research</i>. [online] London: Sage. [Accessed 8 March 2013].</p> <p>Barbour, R.S. and Kitzinger, J. (1999) <i>Developing Focus Group Research: politics, theory and practice</i>. [online] London: Sage Publications.[Accessed 8 March 2013].</p>

Bryman, A. (2012) *Social Research Methods*. 4th ed. Oxford: Oxford University Press.

Creswell, J.W. (2012) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 3rd ed. London: Sage.

Flick, U. ed. (2004) *A Companion to Qualitative Research*. [online] London: Sage. [Accessed 8 March 2013].

Green, J. (2009) *Qualitative Methods for Health Research*. 2nd ed. London: Sage.

Moses, J.W. and Knutsen, T. (2012) *Ways of Knowing: Competing Methodologies in Social and Political Research*. 2nd ed. Basingstoke: Palgrave Macmillan.

Pope C. (2006) *Qualitative research in health care*. 3rd ed. Oxford: Blackwell Publishing Ltd. [Accessed 8 March 2013].

Silverman, D. (2010) *Doing Qualitative Research: A Practical handbook*. 3rd ed. London: Sage.

Silverman, D (2011) *Interpreting Qualitative Data: A Guide to the Principles of Qualitative Research* 4th ed. . London: Sage Publications.

Van Maanen, J. ed. (2011) *Tales of the Field: On Writing Ethnography*. 2nd ed. Chicago: University of Chicago Press.

Wetherell, M., Taylor, S. and Yates, S.J. (2001) *Discourse as Data: a guide for analysis*. London: Sage Publications & Open University Press.

Part 3: Assessment	
Assessment Strategy	<p>Two hour timed assignment that provides a critical comparison of the qualitative research methodology and methods used in two research papers (published in the last 10 years): i.e. the <u>strengths</u> and <u>weaknesses</u> of each approach. This is a seen paper and will enable students to demonstrate their understanding and critical awareness of different methods used in qualitative research and the range of issues important when appraising such research. (Assesses all Learning Outcomes).</p> <p>The assessment details will be published in the module handbook at the start of the module.</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. A timed assignment that provides a critical comparison of the qualitative research methods used in two research papers	100%	
2.(etc)		
Component B Description of each element	Element weighting	
1.	100%	

2.(etc)	
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Resit (further attendance at taught classes is not required)	
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Component A (controlled conditions) Description of each element	Element weighting (as 100 % of component)
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1. A timed assignment that provides a critical comparison of the qualitative research methods used in two research papers	100%
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2.(etc)	
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Component B Description of each element	Element weighting
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1.	
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2.(etc)	
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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.
