



## **Module Specification**

### Qualitative Health and Care Research

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#### **Contents**

<b>Module Specification .....</b>	<b>1</b>
<b>Part 1: Information .....</b>	<b>2</b>
<b>Part 2: Description .....</b>	<b>2</b>
<b>Part 3: Teaching and learning methods .....</b>	<b>4</b>
<b>Part 4: Assessment.....</b>	<b>5</b>
<b>Part 5: Contributes towards .....</b>	<b>6</b>

## Part 1: Information

**Module title:** Qualitative Health and Care Research

**Module code:** UZYYNN-15-M

**Level:** Level 7

**For implementation from:** 2024-25

**UWE credit rating:** 15

**ECTS credit rating:** 7.5

**College:** College of Health, Science & Society

**School:** CHSS School of Health and Social Wellbeing

**Partner institutions:** None

**Field:** Allied Health Professions

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** Yes

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module equips students with a comprehensive understanding of qualitative research approaches within the context of health and care research by providing an in-depth exploration of qualitative methodologies and methods. Students will gain a solid theoretical and conceptual foundation, crucial for critically analysing existing qualitative studies and confidently undertaking their own research projects.

By examining the nuances of qualitative research, the module fosters critical thinking skills necessary to evaluate the strengths and limitations of qualitative research designs. Students will experience application of data methods and analysis of qualitative data, such as interview transcripts or focus group discussions, to extract meaningful insights relevant to the research question. This empowers learners to not only contribute to original research but also to critically evaluate the growing body of qualitative research in healthcare.

**Features:** Not applicable

**Educational aims:** This module aims to equip learners with the knowledge, skills, and critical thinking abilities to effectively engage with qualitative research methodologies in health and care research. Specifically, the module will enable learners to:

1. Develop the ability to critically analyse the strengths and limitations of qualitative approaches in health and care research. This equips them to choose the most suitable methodology for their research questions.

2. Gain a comprehensive understanding of qualitative research and its diverse methodologies, thus, learn to identify research questions where qualitative methods can provide valuable insights.

3. Develop practical knowledge of the main methods of qualitative research methods for data collection (e.g., interviewing techniques) and analysis (e.g., thematic analysis). They will be able to apply these skills to both conducting original research and critically interpreting existing studies.

4. Critically read and evaluate qualitative research findings published in academic journals and other sources. This includes understanding how researchers present methodologies, findings, and their interpretations.

**Outline syllabus:** The syllabus typically covers the following:

Introduction to approaches in qualitative research

Definitions, nomenclature, epistemology: understanding qualitative research;

traditions of qualitative research; methodological approaches;

The place of qualitative research in health and wellbeing research and in evidence-based practice.

Methodological quality and the types and sources of data in qualitative research

Methods for collecting qualitative data – interviews, focus groups, observations, qualitative surveys.

Methods for analysing qualitative data – transcribing; field notes; data management; coding; inductive and deductive analysis; approaches to data analysis

Critical appraisal of qualitative research and overview of qualitative synthesis in secondary research

Reporting qualitative evidence

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** This module adopts a blended learning approach, combining interactive lectures and seminars with group activities to foster a collaborative learning environment.

Students will gain practical experience through workshops where they can work on simulated, real-world, or open-source datasets. The module is supported by online learning materials to support students' learning. Students are encouraged to identify their own learning needs, which can be addressed during contact hours.

The ethos of the module is to encourage and facilitate collaboration and co-creation through discussion, debate, and problem-solving activities. Students can further engage with the material and share resources through the online discussion forum.

**Module Learning outcomes:** On successful completion of this module students will achieve the following learning outcomes.

**MO1** Demonstrate an appreciation of qualitative research traditions and methodologies, and critical evaluation of how and when to use them in health and care research.

**MO2** Demonstrate critical understanding of the main methods used in qualitative research for case selection, generating and analysing data, and appraising quality in primary research and qualitative evidence synthesis.

**Hours to be allocated:** 150

**Contact hours:**

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 0

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://readinglists.uwe.ac.uk) via the following link

<https://rl.talis.com/3/uwe/lists/D07BF8CC-E533-7338-4775-67A1C3716496.html>

## **Part 4: Assessment**

**Assessment strategy:** The assessment will comprise of one task, a 3,000-word written assignment which will focus on two aspects: analysis of qualitative approaches and critical appraisal of published research.

Students will analyse how qualitative approaches and methods are utilised in health and care research. Students will interpret and critically appraise published qualitative research, demonstrating their understanding of how qualitative methodologies are applied to research problems. The assignment assesses students' knowledge and understanding of qualitative research at both theoretical and practical levels. This allows them to develop qualitative research designs, interpret, critique, and appraise published research.

**Formative assessment and support:**

Formative assessment will be through group work, individual exercises, and topic-specific activities to monitor progress. Students will be encouraged to identify their own learning needs, which can be addressed within contact hours. Tutor support will be available throughout the module, both in person and online.

At instructional level the following strategies will be utilised: (i) incorporating activities like group discussions, demonstrating how to identify research questions, analyse existing research, and develop sound arguments based on evidence (ii) discussing the importance of academic integrity and the consequences of plagiarism. Provide resources on proper citation and referencing techniques, and (iii) use plagiarism detection software as a screening tool.

**Assessment tasks:****Written Assignment (First Sit)**

Description: 3000 word essay

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

**Written Assignment (Resit)**

Description: 3000 word essay

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

**Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Health and Care Research MRes 2024-25

Health and Care Research MRes 2024-25