MODULE SPECIFICATION

Academic Year (student cohort covered by specification)	2024-25
Module Code	1700
Module Title	Qualitative Methodologies
Module Organiser(s)	Tim Rhodes and Magdalena Harris
Faculty	PHP
FHEQ Level	Level 7 (postgraduate Masters 'M' level) of the QAA [Framework for Higher Education Qualifications](#) in England, Wales & Northern Ireland (FHEQ).
Credit Value	**CATS:** 15 **ECTS:** 7.5
HECoS Code	100962
Term of Delivery	Term 2
Mode of Delivery	For 2024-25, it is intended that the module will be delivered through face-to-face teaching. Teaching will comprise a combination of live and interactive activities (synchronous learning) as well as some recorded or self-directed study (asynchronous learning).
Mode of Study	Full-time
Language of Study	English
Pre-Requisites	The Term 1 module Principles of Social Research [1104] (or equivalent) is a pre-requisite for this module.
Accreditation by Professional Statutory and Regulatory Body	None
Module Cap (Indicative number of students)	32
Target Audience	This module is intended for students wanting to develop their theoretical and practical understanding of qualitative methods in health research. It is designed primarily for those studying MScs for which an empirical project is required (that is, those students working on their own qualitative study), and for Research Degree students. It will also be appropriate for external students intending to develop their understanding of qualitative methodology.

Module Description	This module aims to develop skills and understanding in the design, conduct and use of qualitative research. The module addresses the following topics:
	• Principles of qualitative research: assumptions about the social world and how to research it; debates in the use of qualitative research in policy orientated qualitative work; different theoretical approaches informing qualitative research; research ethics in practice.
	• Data generation methods: producing data using in-depth one-to-one and group interviews; ethnographic approaches; developing interview skills; researcher reflexivity and field notes; remote data generation.
	• Analysing data: approaches to data analysis (thematic and grounded analysis) (Note: there are no practical sessions on computer aided analysis)
Duration	5 weeks at 2.5 days per week
Timetabling slot	C2
Last Revised (e.g. year changes approved)	August 2024

Programme This module is linked to the following programme(s)	Status
Public Health	Recommended
Public Health (Health Promotion)	Recommended
Public Health (Health Services Management)	Recommended
Public Health (Health Services Research)	Recommended
Public Health for Development	Recommended

Module Aim and Intended Learning Outcomes

Overall aim of the module
The overall module aim is to:
• To develop students' understandings of the principles and practices of using qualitative methods in health and health policy research.

Module Intended Learning Outcomes
Upon successful completion of the module a student should be able to:

1. Identify appropriate qualitative designs for health research
2. Assess the advantages and disadvantages of a range of data generation methods
3. Understand different approaches to data analysis

Indicative Syllabus

Session Content
The module is expected to cover the following topics: • Principles of qualitative research: Assumptions about the social world and how to research it; debates in the use of qualitative research in policy orientated qualitative work; different theoretical approaches informing qualitative research; research ethics specific to qualitative research.   • Data generation methods: Producing data using in-depth one to one and group interviews; ethnographic approaches; developing interview skills; researcher reflexivity and field notes; participatory and remote methods of data generation   • Analysing data: Approaches to data analysis (thematic and grounded analysis) (Note: there are no practical sessions on computer aided analysis).

Teaching and Learning

Notional Learning Hours

Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	22.5	19%
Directed self-study	20	13%
Self-directed learning	50	34%
Assessment, review and revision	50	34%
Total	**142.5**	**100%**

Student contact time refers to the tutor-mediated time allocated to teaching, provision of guidance and feedback to students. This time includes activities that take place in face-to-face contexts such as lectures, seminars, demonstrations, tutorials, supervised laboratory workshops, practical classes, project supervision as well as where tutors are available for one-to-one discussions and interaction by email.

The division of notional learning hours listed above is indicative and is designed to inform students as to the relative split between interactive and self-directed study.

Teaching and Learning Strategy
The module comprises short presentations from lecturers on key topics, followed by student led seminar work. Students are expected to participate in all activities.

Assessment

Assessment Strategy
The assessment for this module has been designed to measure student learning against the module intended learning outcomes (ILOs) as listed above. Formative assessment methods may be used to measure students' progress. The grade for summative assessment(s) only will go towards the overall award GPA.

Summative Assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework Essay	2000-word essay	100%	1-3

Resitting assessment		
Resits will accord with [Chapter 8a](#) of the LSHTM Academic Manual.		
Assessment being replaced	**Approved Alternative Assessment Type**	**Approved Alternative Assessment Length** (i.e. Word Count, Length of presentation in minutes)
Coursework	Resit/deferred/new attempts - an essay answering one of two set questions, which would be based on the content covered in the module and different to those used in the original assessment task.	1750-2000 word essay

Resources

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Indicative reading list
Please refer to the module reader for details.

Essential/key text to support the module overall
- Green, J and Thorogood, N (2018) *Qualitative Methods for Health Research*, 4th edition, Sage.

Recommended reading to support the module overall
- Silverman, D (2013) *Doing Qualitative Research: A Practical Handbook,* 4th edition, Sage.

Additional reading to support the module overall
- Charmaz, K. (2013) *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*, London: Sage.
- Denzin, NK and Lincoln, Y (eds) (2017) *Handbook of Qualitative Research*,5th edition, Sage.
- Mason, J (2018) *Qualitative Researching,* Sage, 3rd edition.
- Seale, C (2017) *Researching Society and Culture*, 4th edition, Sage.

Other resources
Module Information can be found on the Virtual Learning Environment (Moodle) containing information about each session and key references for the module

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Teaching for Disabilities and Learning Differences

The module-specific site on Moodle gives students access to lecture notes and copies of the slides used during the lecture. Where appropriate, lectures are recorded and made available on Moodle. All materials posted on Moodle, including computer-based sessions, have been made accessible where possible.

LSHTM Moodle is accessible to the widest possible audience, regardless of specific needs or disabilities. More detail can be found in the Moodle Accessibility Statement which can also be found within the footer of the Moodle pages. All students have access to "SensusAccess" software which allows conversion of files into alternative formats.

Student Support Services can arrange learning or assessment adjustments for students where needed. Details and how to request support can be found on the LSHTM Disability Support pages.