***TITLE:* Qualitative Research Methods**

***AIMS***

To enable students’ developed understanding and acquisition of principle skills in relation to qualitative research methodologies and methods relevant to health technology assessment.

***INTENDED LEARNING OUTCOMES***

By the end of this course students will be able to:

* Critically appraise qualitative research designs relevant to health technology assessment.
* Analyse the assumptions that underpin the qualitative research paradigm and its methodologies in relation to the evidence base for health technology assessment.
* Contrast and compare the practical and methodological challenges associated with a range of qualitative methodologies and methods.
* Propose qualitative research designs in response to health technology assessment knowledge gaps.
* Effectively code, categorise and analyse qualitative data generated through the application of one methodology.
* Critically analyse the role of qualitative research in the developing evidence base of health technology assessment.

***COURSE CONTENT***

The first session includes: Introducing qualitative research, including research philosophy, the use of theory in constructing research questions, using literature critically, and the ethics of qualitative research.

The second session will focus on qualitative evidence synthesis in HTA, including comparisons with quantitative forms of review and synthesis. Students will be asked to critically review HTA reports that have employed qualitative literature synthesis.

The third session focuses on methodologies, study design, and data type including the following: Action Research and Case Studies, ethnography and observing conduct. It also introduces a range of data collection methods including interviews and focus groups. Students will have an opportunity to select a data collection method and conduct small scale data collection during this week.

The fourth session will focus on analysis and interpretation of qualitative evidence. It will summarise different approaches to analysis and how theory is used to interpret evidence. Students will be given an opportunity to analyse the data they collect from the previous activity.

The final session focuses on “telling it” - Presenting and writing and constructing arguments. Students will be invited to create short videos or live presentations about their data, for feedback from the tutor.

All materials (examples, case studies, reading) have been selected for their relevance to typical HTA subject areas.

***TEACHING METHODS***

Lectures with set activities for self- and group-learning. On-line discussion boards, moderated by course tutor and feedback on these posts.

***ASSESSMENT METHOD***

Critically address a topic relevant to the course’s learning objectives in a 2,000 word assignment.

***INDICATIVE READING***

Key texts include:

Arksey, H., and Knight, P. (1999). *Interviewing for social scientists,* London: Sage.

Mason, J. (2nd ed) (2002). *Qualitative researching.* London: Sage.

Ritchie, J. and Lewis, J. (Eds) (2003). *Qualitative research practice. A guide for social science students and researchers.* London: Sage.

Silverman, D. (2005). *Doing qualitative research: A practical handbook (2nd ed).* London: Sage. (In main Library, So Sci A380 SIL6)

Richards, L. (2009). Handling qualitative data: A practical guide 2nd Ed. London: Sage. (In main library)

Green, J., Thorogood, N. (2009) Qualitative Methods for Health Research, 3rd Ed. London: Sage. (In main library, medicine A19 2004-G)