

MODULE SPECIFICATION

1. Overview

Academic Year (student cohort covered by specification)	2019-20			
Module Code	1700			
Module Title	Qualitative Methodologies			
Module Organiser(s)	Tim Rhodes and Alicia Renedo			
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 credits	ECTS	7.5
HESA Cost Centre	TBC			
HECoS Code	100962			
Term of Delivery	Term 2			
Mode of Delivery	Face to face			
Mode of Study	The module is taught face-to-face in London. Both full-time and part-time students follow the same schedule			
Language of Study	English			
Pre-Requisites	The linear module Principles of Social Research [1104] (or equivalent) is a pre-requisite for this module.			
Accreditation by Professional Statutory and Regulatory Body	Not currently accredited by any other body			
Module Cap (Maximum number of students)	25-30 (numbers may be capped due to limitations in facilities or staffing)			
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 Research Degree students and for those studying MScs for which an empirical project is required (that is, those students working on their own qualitative study). It will also be appropriate for external students intending to develop their understanding of qualitative methodology.			
Module Description	<p>This module aims to develop skills in designing, conducting and assessing qualitative research.</p> <p>The module is expected to include sessions addressing the following topics:</p> <ul style="list-style-type: none"> 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 Data generation methods: producing data using in-depth one to one and group interviews; ethnographic approaches; 			

	<p>developing interview skills; practical issues in participant observation fieldwork</p> <ul style="list-style-type: none"> Analysing data: approaches to data analysis (thematic analysis, grounded theory) (Note: there are no practical sessions on computer aided analysis) <p>* see also Aims and Intended Learning outcomes section below)</p>
Duration	5 weeks at 2.5 days per week
Timetabling slot	Term 2 - slot C2 January-February/2020
Last Revised (e.g. year changes approved)	September 2019

2. Programme(s) that this module is part of

Programme	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
Research Degree students	n/a

3. Module Aim and Intended Learning Outcomes

Overall aim of the module
<p>The overall module aim is to:</p> <ul style="list-style-type: none"> To develop students' understandings of the principles and practices of using qualitative methods in health and health policy research.

Module Intended Learning Outcomes
<p>Upon successful completion of the module a student will be able to:</p> <ol style="list-style-type: none"> Identify appropriate qualitative designs for health research Assess the advantages and disadvantages of a range of data generation methods Understand different approaches to data analysis

4. Indicative Syllabus

Session Content
<p>The module is expected to cover the following topics:</p> <ul style="list-style-type: none"> 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 Data generation methods: Producing data using in-depth one to one and group interviews; ethnographic approaches; developing interview skills; practical issues in participant observation fieldwork Analysing data: Approaches to data analysis (thematic analysis, grounded theory) (Note: there are no practical sessions on computer aided analysis)

5. Teaching and Learning

Notional Learning Hours		
Type of Learning Time	Number of Hours	Expressed as Percentage (%)
Contact time	≈ 22.5 hours	≈19%
Directed self-study	≈ 20 hours	≈13%
Self-directed learning	≈ 50 hours	≈34%
Assessment, review and revision	≈ 50 hours	≈34%
Total	≈150 hours	100%

Teaching and Learning Strategy	
<p>The module comprises short presentations from lecturers on key topics, followed by student led seminar work. Students are expected to participate in all activities.</p>	
<p><u>Indicative Breakdown of Contact Time</u></p>	
Type of delivery	Total (hours)
Lecture	≈ 18
Seminar	≈4.5
Tutorial	
Computer Practical	
Laboratory Practical	
Fieldwork	
Project Supervision	
Total	22.5



6. Assessment

Assessment Strategy

This module is assessed by a 2000-word essay answering one of four set questions.
Language of assessment: English

Summative assessment

Assessment Type	Assessment Length (i.e. Word Count, Length of presentation in minutes)	Weighting (%)	Intended Module Learning Outcomes Tested
Coursework	2,000-word essay	100%	1-3

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

Resit/deferred/new attempts - the next assessment deadline will be during mid/late September of the current academic year.

Assessment being replaced	Approved Alternative Assessment Type	Approved Alternative Assessment Length (i.e. Word Count, Length of presentation in minutes)
Resit/deferred/new attempts - The task will be to write a 1750-2000 word essay answering one of two set questions, which would be based on the principles covered in the module and different to those used in the original assessment task.	Write 1750-2000 word essay	1750-2000 word essay

7. Resources

Indicative reading list (*if applicable*)

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

- Agar, M (1996) *The Professional Stranger: An Informal Introduction to Ethnography*, Academic Press
- Charmaz, K. (2013) *Constructing Grounded Theory: A Practical Guide Through Qualitative Analysis*, London: Sage.
- Denzin, NK and Lincoln, Y (eds) (2011) *Handbook of Qualitative Research* (4th edition), Sage
- Ezzy, D. (2003) *Qualitative Analysis*, Routledge
- Hammersley, M (1993) *Social Research, Philosophy, Politics and Practice*, Sage
- Mason, J (1996) *Qualitative Researching*, Sage
- 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

8. Teaching for Disabilities and Learning Differences

We record lectures, provide lecture handouts via Moodle prior to each session and make accessible an online reading list.