



The Fifth Annual Qualitative Research Symposium

Myths, Methods, and Messiness: Insights for Qualitative Research Analysis

Wednesday 30 January 2019, 08.00 – 17.00
The Chancellors' Building, University of Bath

Organised by:
Bryan Clift
Jenny Hatchard
Julie Gore
Katharina Chudzikowski
Ioannis Costas Batlle
Sheree Bekker

Funded by:
University of Bath
Faculty of Humanities and Social Sciences
School of Management
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Myths, Methods, and Messiness
30 January 2019, University of Bath



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INTRODUCTION

Welcome to the Fifth Annual *Qualitative Research Symposium* (QRS) at University of Bath.

The theme this year, *Myths, methods, and messiness: Insights for qualitative research analysis*, provides a forum for discussion of analytical approaches to qualitative research. Distinct from the mechanics followed in quantitative research, there are innumerable ways to conduct qualitative analysis. Analytical approaches range from structured step-by-step processes, through more flexible frames to those without pre-determined form.

Regardless of approach, and for many reasons (e.g., growing acceptance, rigor, trustworthiness, etc.), qualitative researchers are being encouraged if not required to communicate their analytical approach in detail. Yet, several challenges for all writers and readers of qualitative inquiry arise from this expectation. First, although general and disciplinary specific qualitative research texts share excellence in practice, processes, and examples, the analytical process very much becomes specific to the researcher(s). Second, expectations for describing analytical approaches vary considerably in relation to the specificity of a named approach, disciplinary norm, theoretical or interpretive orientation, different data form, or publication style and structure. Third, despite advances in qualitative education and training, the limits of preparation and training provision compared to quantitative research leave many scholars new to qualitative inquiry adrift. Thus, we are all challenged with how we recognize, understand, appraise, and engage with a potentially endless variety of analytical processes.

This Symposium is organized around three overlapping ways of thinking about analysis. The first, *Analytical Processes*, focuses on the ways in which different aspects of the research process inform analysis (e.g., paradigmatic orientations, disciplinary expectations, or methodological choices). The second, *Practicing Analysis*, is a space for authors to explore and exemplify analytical practices. The third, *Interpreting and Representing Analysis*, focuses on the relationship between and interplay of interpretation and representation. Several of the abstracts and presentations this year demonstrate the overlapping nature of these porous and temporary categories, which enables us to discuss analysis across several disciplines.

Speaking about qualitative research writ broad, and indeed analysis specifically, requires a common ground to do so. Each year, the overarching central aim of the Symposium is to facilitate an interdisciplinary discussion of common features, challenges, and changes in qualitative research – such as methodological approaches, innovative methods, sampling techniques, theoretical integration, or enhancing quality. We hope this symposium provides space to explore these and more.

The first QRS was held in 2015 in order to connect and collaborate with colleagues across the South West of England. Since the initial event, the Symposium has grown to include those interested in qualitative research across the UK and internationally. Each successive Symposium carried an explicit theme meant to speak across disciplines and traditions in qualitative research. The themes from the previous four years were:

2015: Quality in qualitative research and enduring problematics

2016: Two faces of qualitative inquiry: Theoretical and applied approaches



2017: From the established to the novel: The possibilities of qualitative research

2018: How do we belong? Researcher positionality within qualitative inquiry

Following on from the continued interest and success of the previous four Symposia, we are pleased with the continued positive response this year both in terms of abstract submissions and registration. The Symposium continues to be a useful place for stimulating discussion of qualitative inquiry. We very much look forward to welcoming all delegates and hope that the event will be a fascinating and insightful day for everyone involved.

Papers this year include contributions from: Aintree University Hospital NHS Foundation Trust, Alder Hey Children's NHS Foundation Trust, Bath Social and Development Research Ltd, Bath Spa University, Edge Hill University, Edinburgh Napier University, Evidence-based Medicine Consultancy Ltd, St Mary's University, Lancaster University, Liverpool John Moores University, Loughborough University, Queen Mary University of London, University College London, University of Bath, University of Birmingham, University of Bristol, University of Exeter, University Hospitals Bristol NHS Foundation Trust, University of Kent, University of Leeds, University of Plymouth, University of Sheffield, University of Utah, and University of Valencia.

Present in the Symposium are numerous methodologies, methods, techniques, and aspects of research relevant to analysis that stretch across several disciplines, including: Auto-ethnography, bias, case study, coding practices, co-production, collaborative interviewing, critical realism, data visualization, discourse analysis, dramaturgical practices, epistemology and ontology, ethnographic tools, framework analysis, free association narrative, grounded theory, income inequality analysis, interviewing technique, mixed methods, narrative analysis, participatory research, phenomenological research, photo-elicitation, Qualitative Impact Protocol (QUIP), qualitative synthesis, qualitative evidence synthesis, realist social theory, rigor, situational analysis, story completion, subjectivity, thematic analysis, video essay and analysis, and visual methods.

We wish to warmly thank several people and groups who make this event possible: The web-design team, conferences and events team, contributors, speakers, chairs, and vitally, the postgraduate organising team (Carl Bescoby, Sarra Boukhari, Kerri Braham, Allen Gallagher, Katherine Halet, Sally Hewlett, Naaz Kirmani, Fatma Korkmaz, Kathrin Lauber, Tess Legg, Emrah Yildirim, and Yonghua Wang). Our special thanks also go to the event's funders—the Faculty of Humanities and Social Sciences, the School of Management, and the Doctoral College at the University of Bath.

We, the Symposium Organisers, hope you all value and enjoy the Symposium this year,

Bryan Clift

Jenny Hatchard

Julie Gore

Katharina Chudzikowski

Ioannis Costas Batlle

Sheree Bekker

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SYMPOSIUM ORGANISERS

Dr Ioannis Costas Batlle is Lecturer in the Department of Education at the University of Bath. He is interested in the role of non-formal and informal education in society. Non-formal education refers to structured learning opportunities outside of school or university, whilst informal education encompasses unplanned, spontaneous learning opportunities outside school or university. Coming from an interdisciplinary background, my research draws on educational theory, psychology, sociology, and social and educational policy.

Dr Sheree Bekker is a Prize Research Fellow in the Department for Health at the University of Bath. As an applied health scientist, she has a primary focus on the prevention of injury and promotion of safety in sport settings. Her research is underpinned by social complexity theory, and informs the theorising, development, implementation, and evaluation of interventions for injury prevention and safety promotion, primarily in sport settings, including their translation into real-world practice. She is a member of the Rugby Science at Bath research group, and the international Complex System Approach in Sport and Health collaboration. She is also a social media editor at BMJ Injury Prevention.

Dr Katharina Chudzikowski is Associate Professor at the School of Management, University of Bath. Her research focuses on the embeddedness of careers and career development in organisations and various cultural settings. She is interested in the interrelatedness of individuals and new forms of work adopting qualitative approaches. She has published her work in e.g. *Journal of Occupational and Organisational Psychology*, *Human Relations*, *Journal of Vocational Behavior*, and *International Journal of Human Resource Management*, *Human Resource Management Journal*. She serves as an elected board member for the European Group of Organisational Studies. Currently she is a visiting scholar at Copenhagen Business School.

Dr Bryan Clift is a Lecturer (Assistant Professor) in the Department for Health at the University of Bath, and a member of the Physical Culture, Sport and Health Research Group and the Centre for Development Studies. His research focuses on three foci: Sport and physical activity in relation to issues of contemporary urbanism, popular cultural practices and representations, and qualitative inquiry. These are inspired by the notable ways in which sport, physical activity, and popular cultural practices more broadly contribute to examining the structure and experience of contemporary social formations and issues. His work has been published in *Body & Society*, *Qualitative Inquiry*, and *Cultural Studies* <=> *Critical Methodologies*.

Dr Julie Gore is a Reader in Organizational Psychology, at the School of Management, University of Bath. A Chartered Psychologist and Fellow of the British Psychological Society her research focus is on the psychology of expertise and Naturalistic Decision Making (NDM). Julie has specific methodological expertise of Cognitive Task Analysis in diverse professional settings. Her work with organisations has resulted in the more efficient design of training interventions to bridge novice/expert differences in areas of decision uncertainty. She is a central team member of two EPSRC/ESRC funded networks on Challenging Radical Uncertainty in Science, Society and the Environment (CRUISSE), and Models to Decision (M2D) a collaboration between leading UK universities and major companies, NGOs and government agencies. Julie is also a member of Nasdaq's Academic Behavioural Science Advisory Lab and an editorial board member of *British*

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Journal of Management, Frontiers in Organizational Psychology and Associate Editor for Journal of Occupational and Organizational Psychology. For her most recent work see *The Oxford Handbook of Expertise*.

Dr Jenny Hatchard is Research Fellow in Public Health Policy in the Department for Health at the University of Bath. A political scientist, Jenny has expertise in both environmental and public health policy and governance and her research focuses on stakeholder interactions between corporate interests, non-governmental organisations and policymakers. Jenny’s work on tobacco industry efforts to oppose tobacco control policy contributed to the introduction of plain packaging for tobacco products in the UK. Jenny is particularly interested in policy networks in fiscal health policy and is currently qualitative lead for “Syntax”, a National Institute of Health Research project exploring innovations for alcohol and tobacco tax policy.

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KEYNOTE PRESENTATION

PROFESSOR GARY GOERTZ
University of Notre Dame
Kroc Institute for International Peace Studies

Rethinking the Methodology of Conceptual Typologies

Across the social sciences, typologies are commonly used as analytical and theoretical tools in qualitative research. Qualitative research has been informed by or embraced a diversity of theoretical, epistemological, and ontological underpinnings while traveling across disciplinary lines. While typologies are widely used, there is little discussion about the methodology of constructing conceptual typologies. For example, in the DSM manuals the methodology for constructing the various "disorders" is nowhere discussed or justified. The conventional wisdom, e.g., DSM, is that conceptual typologies should follow the rules that they be mutually exclusive and exhaustive. This talk argues that following these rules is quite problematic and that they should be abandoned.



In this examination of typologies common issues with nominal as well as 2x2 table typologies will be explored, arguing that they are often quite problematic because they are unrealistic, rely on problematic dichotomizing rules, and generate the production of types required by the exhaustiveness rule. Two core examples in different disciplines illustrate the problematic nature of traditional typology methodology. The first is the very widely used typology of authoritarian regimes, which dominates the literature in political science. The second is the DSM-5 manual, the proverbial bible for clinical psychology and psychiatry. The implicit methodology of the DSM-5 generates unclear boundaries between disorders, creates problems of comorbidity, and raises issues of "categorization" versus "dimensional" approaches.

Gary Goertz is a professor at the Kroc Institute for International Peace Studies at Notre Dame University. He is the author or co-author of 10 books and over 50 articles and chapters on issues of international conflict, institutions, and methodology. Having been trained as a statistician before his Ph.D. in political science, he has an active and ongoing involvement with methodological issues. His methodological works include *Social Science Concepts: A User's Guide* (2006 Princeton University Press) and *Politics, Gender, and Concepts: Theory and Methodology* (2008 Cambridge University Press), *A tale of two cultures: qualitative and quantitative research in the social sciences* (2012 Princeton University Press), and *Multimethod Research, Causal Mechanisms, and Case Studies: An Integrated Approach* (2017 Princeton University Press).



PLENARY DISCUSSION

PUBLISHING QUALITATIVE RESEARCH

This plenary discussion focuses on the process and practice of publishing qualitative research. The session, chaired by Dr Gareth Conway, will be based on the experience of several senior scholars and editors of qualitative research. Attention will be paid to the different outlets of qualitative research (e.g., books, edited volumes, and journals), trends in publication, and writing for journals that have not or do not historically publish qualitative research.

Panel Members:

Dr Gareth Conway (Chair) is the Head of the Social Research profession in the Ministry of Defence. The Government Social Research (GSR) profession supports the development, implementation, review and evaluation of government policy. GSR researchers use the methods of social scientific enquiry – surveys, controlled trials, qualitative research, case studies and analysis of administrative and statistical data – to measure, describe, explain and predict social and economic phenomena to policy makers. Gareth is an advocate of qualitative research and champions its use wherever it can add value.

Dr Julie Gore is a Reader in Organizational Psychology, at the School of Management, University of Bath. A Chartered Psychologist and Fellow of the British Psychological Society her research focus is on the psychology of expertise and Naturalistic Decision Making (NDM). Julie has specific methodological expertise of Cognitive Task Analysis in diverse professional settings. Julie has many years experience of publishing qualitative work and is often invited to share her experience with doctoral students via the ESRC and British Academy of Management training initiatives. She is an editorial board member of *British Journal of Management*, *Frontiers in Organizational Psychology* and Associate Editor for *Journal of Occupational and Organizational Psychology*.

Hannah Shakespeare is Senior Editor, Research Methods, Routledge. She has worked in publishing, both academic and trade, since 2004, and joined Routledge in early 2016. She commissions books of all types in Research Methods (textbooks, handbooks / reference and supplementary reading for students and researchers). The Routledge programme has a particular emphasis on qualitative research.

Professor Brett Smith is Head of Research at the University of Birmingham. His empirical work focuses on health, physical activity and disability. He is founder and former editor of the journal *Qualitative Research in Sport, Exercise and Health*. Brett is also co-editor of the *Routledge Handbook Qualitative Research in Sport and Exercise*. He will be leading the launch in 2019 of the *International Society of Qualitative Research in Sport and Exercise* (twitter @QRSEsoc).



PROGRAMME

| | | | | |
|-----------|--|--|--|--|
| 8.00 + | REGISTRATION & TEA/COFFEE CHANCELLORS' BUILDING (CB) LEVEL 1 FOYER | | | |
| 8.45-9.45 | SESSION 1 | | | |
| | Session 1A: Practicing Analysis I Chair: Pamela Jacobsen Room: CB 3.16 | Session 1B: Practicing Analysis II Chair: Sheree Bekker Room: CB 1.12 | Session 1C: Practicing Analysis III Chair: Adem Soruc Room: CB 3.15 | Session 1D: Analytical Practices and Processes Chair: Jo Day Room: CB 3.1 |
| | Using framework analysis deductively: A case study from alcohol and tobacco tax policy and modelling research <i>Jenny Hatchard, University of Bath Duncan Gillespie, Penny Buykx, University of Sheffield</i> | Qualitative Analysis of Online Newspaper Articles on Irregular Migrants in the United Kingdom, 2015-2018 <i>Diem-Tu Tran, Sasha Jespersen, Karen Sanders, Carole Murphy, St Mary's University London</i> | Where interpretive research starts and ends: The position of self in phenomenographic research <i>Olga Rotar, Lancaster University</i> | Situational analysis: An Introduction and some reflections <i>Thomas Lister, University of Exeter</i> |
| | Coding Causal Claims for Impact: Experiences with the QuIP <i>Fiona Remnant, Bath Social and Development Research Ltd James Copestake, University of Bath</i> | Women engineering professors: A thematic critical discourse analysis of their lived experiences <i>Vani Naik, Loughborough University</i> | Rethinking Rigour: Analytic dilemmas of a scientist morphing into a social scientist <i>Lucy Wenham, University of Bristol</i> | Analysing the interview: Tools for developing research interview skill <i>Bryan C. Clift, University of Bath Robert Mann, University of Exeter</i> |
| | Using Reflexive Thematic Analysis in Cultural Sport Psychology <i>Kurniati Rahayuni, University of Birmingham, and State University of Malang Brett Smith, University of Birmingham</i> | Critical Participatory Action Research: Embarking on an unpredictable journey <i>Rosie Westerveld, University of Sheffield</i> | Theorizing the Construction of Teacher's Identity as an Investment in Valuable Cultural Capital within the Field of English Language Teaching in Indonesia <i>Pritz Hutabarat, University of Bristol</i> | Co-production: How well can it be emulated in an ethnographic study of police force practice and what impact does it have on the various stages of the research process? <i>Hannah Wheat, Dana Wilson-Kovacs, University of Exeter</i> |



| | |
|-------------|---|
| 10.00-11.15 | WELCOME & INTRODUCTION CB 1.10 |
| | KEYNOTE PRESENTATION PROFESSOR GARY GOERTZ, UNIVERSITY OF NOTRE DAME, USA RETHINKING THE METHODOLOGY OF CONCEPTUAL TYPOLOGIES CB 1.10 |
| 11.15-11.30 | Tea/Coffee Break CB Level 1 Foyer |

| SESSION 2 | | | | |
|------------------|---|--|---|---|
| | Session 2A: Analytical Processes and Representations Chair: Elaine Wainwright Room: CB 1.12 | Session 2B: Analytical Processes and Interpretations I Chair: Katharina Chudzikowski Room: CB 3.15 | Session 2C: Interpreting & Representing Analysis Chair: Ioannis Batlle Room: CB 3.1 | Session 2D: Analytical Processes and Interpretations II Chair: Gareth Wiltshire Room: CB 3.16 |
| 11.30-12.50 | No single process to analyse narrative - what now? Reflecting on the challenges of choosing an analytical framework for the analysis and presentation of narrative data <i>Jenny Young, Edinburgh Napier University</i> | Language learner's identity dilemma <i>Carol Griffiths, University of Leeds</i> <i>Adem Soruc, University of Bath</i> | The authenticity of visual methods with disabled children and young people who seek to participate in recreational activities <i>Dawn Pickering, Cardiff University</i> | Qualitative synthesis of enablers and barriers to treatment adherence in heterozygous familial hypercholesterolaemia (FH): Lessons learnt from using a thematic synthesis approach <i>Fiona Kinnear, University Hospitals Bristol NHS Foundation Trust, University of Bristol</i> <i>Elaine Wainwright, Bath Spa University, University of Bath</i> <i>Rachel Perry, Alyson Huntley, Jennifer Cox, and Aidan Searle, University Hospitals Bristol NHS</i> |



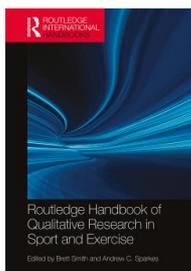
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| | | | | <i>Foundation Trust, University of Bristol</i> |
| | <p>Story Completion Exploring Perspectives of Own and Others Futures Abigail Jones, <i>University of Bath</i></p> | <p>“Listen to your gut”: Analysing messy data from creative data collection methods Nicole Brown, <i>University College London, University of Kent</i></p> | <p>Analysing through editing: Video footage Jennifer Leigh, Catriona Blackburn, <i>University of Kent</i></p> | <p>Qualitative evidence synthesis in the development of the WHO antenatal care guideline Theresa Lawrie, <i>Evidence-based Medicine Consultancy Ltd</i> Soo Downe, Kenny Finlayson, & Simon Lewin, <i>University of Central Lancashire</i> Özge Tunçalp, <i>World Health Organization</i></p> |
| | <p>How can we talk meaningfully about things we can barely start to imagine? Psychosocial research using the free association narrative interview method, personification and metaphor: analysing children’s feelings about climate change Caroline Hickman, <i>University of Bath</i></p> | <p>Creating A Mixed Methods Analysis Approach to Explore Identity in Adolescents Camila Fuentes Diaz, <i>Bath Spa University</i></p> | <p>Design in Data Visualization: Making Sense Of, and From a Messy Design Process Miriah Meyer, <i>University of Utah</i> Jason Dykes, <i>City, University of London</i></p> | <p>Much ado about nothing? - Perceptions of the importance of qualitative research Emma Ranger, <i>University of Bristol</i></p> |
| | | | | <p>Dashboard Dialogues and Deliberation: Experiences with the QuIP James Copestake, <i>University of Bath</i> Fiona Remnant, <i>Bath Social and Development Research Ltd</i></p> |
| 12.50-1.45 | <p>LUNCH LEVEL 1 FOYER</p> | | | |
| 1.45-2.30 | <p>PLENARY DISCUSSION: PUBLISHING QUALITATIVE RESEARCH PANELISTS: BRETT SMITH, JULIE GORE, & HANNAH SHAKESPEARE CHAIR: GARETH CONWAY CB 1.10</p> | | | |



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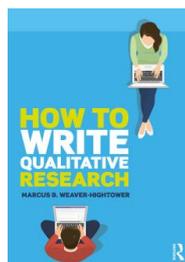
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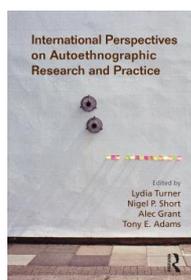
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How to Write Qualitative Research

By **Marcus B. Weaver-Hightower**

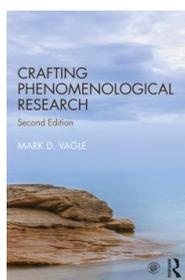
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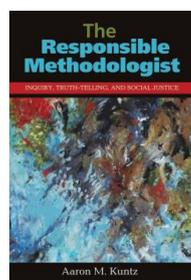
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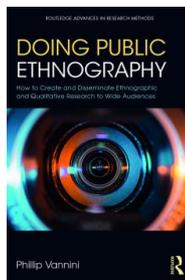
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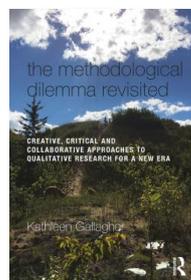
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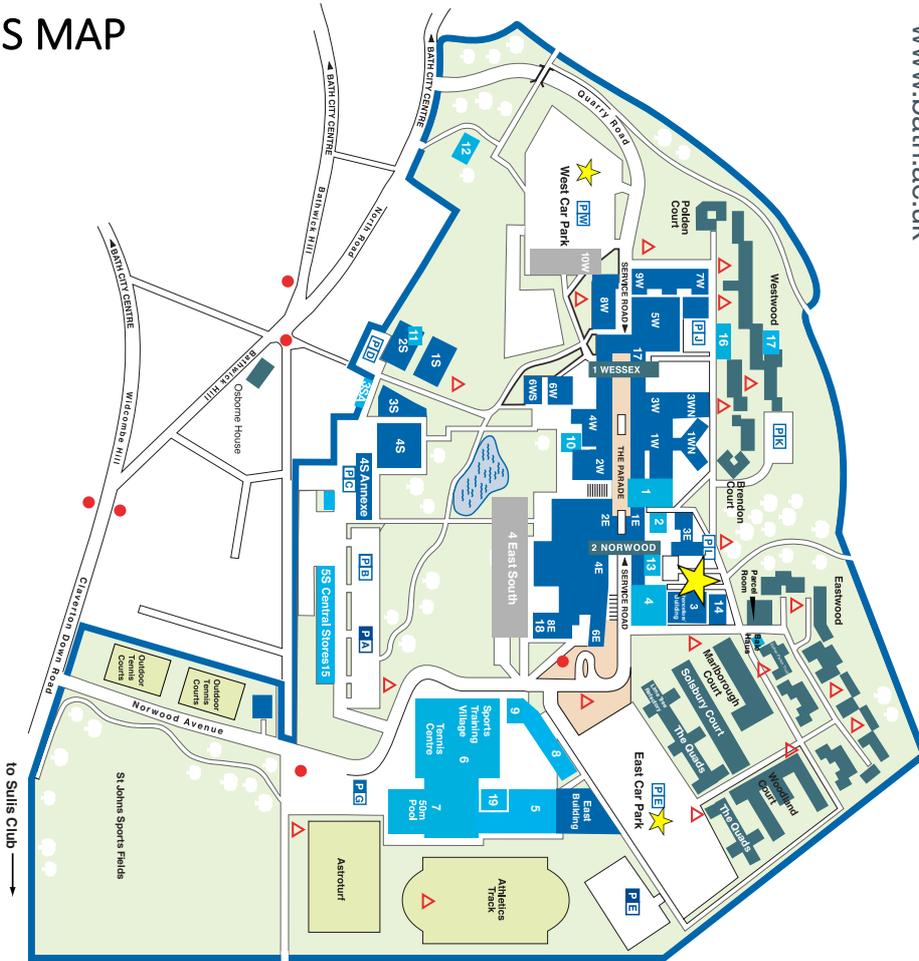
Are you thinking of writing a book on qualitative methods?

If so, please contact **Hannah Shakespeare**, Senior Commissioning Editor
Hannah.Shakespeare@tandf.co.uk
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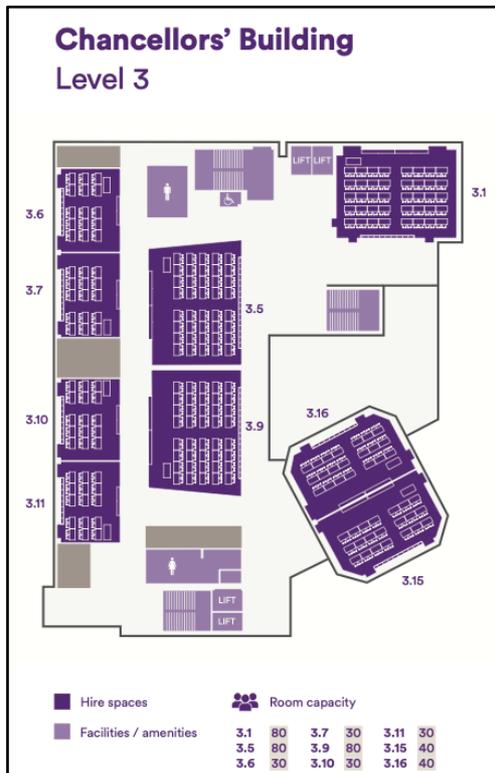
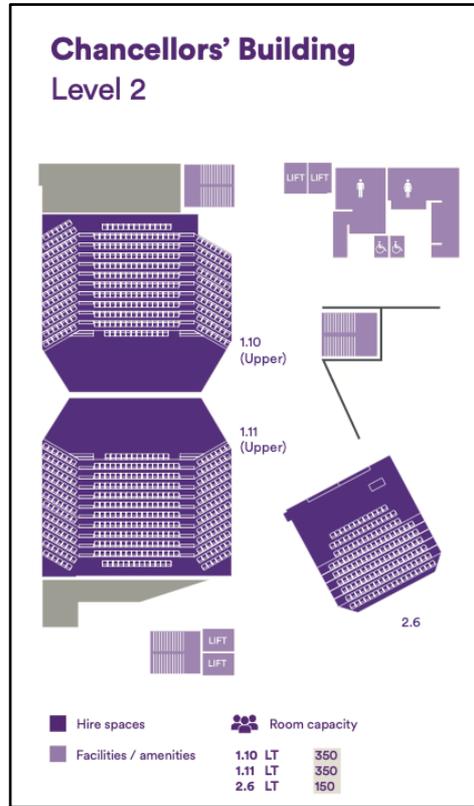
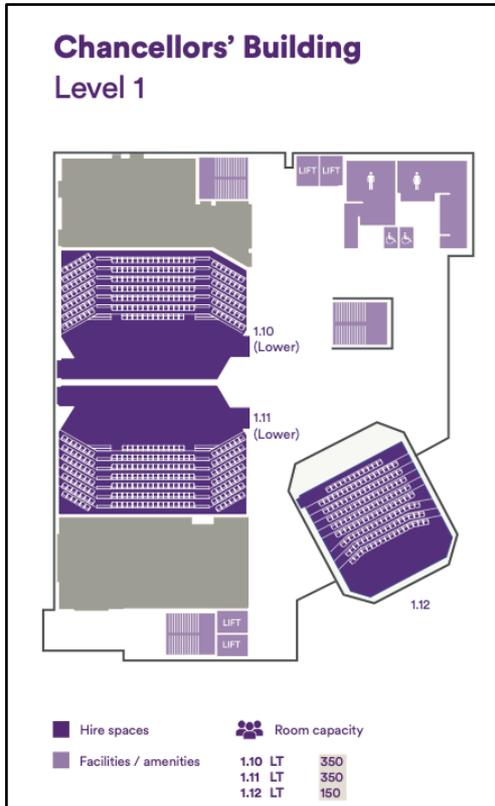
CAMPUS MAP



| Key | |
|---|---|
| 4W | CENTRAL ADMINISTRATION |
| 4V | Vice-Chancellor's Office |
| 4U | University Secretary's Office |
| 4H | Admissions |
| 4H | Registry |
| 4H | Finance Office |
| 4H | International Office |
| 4W | Student Records & Examinations |
| 4W | Student Services Centre |
| 4H | Human Resources |
| 4W | Graduate Centre |
| 4W | Corporate Communications Services |
| 4W | Development & Alumni Relations |
| 4E | DEPARTMENTS |
| 4E | Architecture & Civil Engineering |
| 4S | Biology & Biochemistry |
| 2S | BUCS |
| 9W | Chemical Engineering |
| 3S | Chemistry |
| 1W | Computer Science |
| 3E | Economics |
| 1W | Education |
| 2E | Electronic & Electrical Engineering |
| 1W | Politics, Languages and International Studies |
| 8W | School of Management |
| 4W | Mathematical Sciences |
| 4E | Mechanical Engineering (Sports Engineering) |
| 1S | Natural Sciences |
| 5W | Pharmacy & Pharmacology |
| 3W | Physics |
| 2S | Psychology |
| 1W | Health |
| 3E | Social & Policy Sciences |
| 6WS | Sport & Exercise Science |
| 4W | Division for Lifelong Learning |
| 1W | AMENITIES & SERVICES |
| 1 | Library - Security and Enquiries |
| 2 | Chaplaincy Centre |
| 3 | Chancellor's Building |
| 4 | Founders Sports Hall |
| 5 | Athletics throws & jumps/Modern Pentathlon |
| 6 | Sports Training Village/Sports Café |
| 7 | 50m Swimming Pool |
| 8 | The Edge |
| 9 | Arts Lecture Theatre |
| 10 | University Hall |
| 11 | Computer Centre (BUCS) |
| 12 | Medical Centre |
| 13 | Student Centre, Union Shop |
| 14 | Estates Office |
| 15 | Central Stores, Goods Received, Landscape |
| 16 | West Accommodation Centre |
| 17 | Westwood Nursery |
| 18 | Centre for Power Transmissions & Motion Control |
| 19 | Applied Biomechanics Suite |
| 8W | The Fresh Grocery Store |
| 8W | IDPS (Design Imaging and Print) |
| 2W | Post Office, Banks & Shops |
| 2W | The Parade Bar, Level 1 Café |
| 2W | Claverton Rooms |
| 4W | 4West Café |
| 4W | Careers Advisory Service |
| 1E | ICA |
| 1W | ACCOMMODATION |
| 10 | Norwood House |
| 11 | Polden Court |
| 12 | Westwood |
| 13 | Brandon Court |
| 14 | Eastwood |
| 15 | Marlborough Court |
| 16 | Solsbury Court |
| 17 | Woodland Court |
| 18 | Osborne House |
|  | City Bus Service |
|  | Fire Assembly Points |
|  | Parking: Pay & Display and Permit Holders |
|  | Parking: Permit Holders only |



THE CHANCELLORS' BUILDING FLOOR MAPS





Brown, Nicole (Session 2B)
University of Kent

“Listen to your gut”: analysing messy data from creative data collection methods

In this paper I explore forms of analysis and interpretation and representation of data that is not necessarily linear and textual.

In my research, I explore academic identity under the influence of fibromyalgia, which is a very complex and contested condition characterised by persistent wide-spread pain, cognitive dysfunctions, psychological disorders and sleep disturbances (White and Harth, 2001). As the research focus is on conditions and phenomena that are often difficult to express in words, I developed a research approach that uses creative methods and multimodal forms of communication combined with conversations. Whilst it is widely recognised that non-verbal forms of communication are powerful at the stage of data collection, little has yet been said about what happens next – the stage of analysis.

Drawing on data analysis in general, I explore analysis as a very personal, subjective process that is coloured by the researcher’s biases, experiences and knowledge. I then compare that to the process relating to data from creative methods, which is in reality not less reliable or less valid than the analysis of any textual data. I then refer to my own research and provide an insight into an analytical process that allows for conscious manipulation of data in order to make sense of experiences, but at the same time to support the representation of data for the benefit of wider audiences. To this end, I show photographs of an art installation and an illustrated poem that I created in response to my data and in collaboration with my participants. I outline the processes and practical steps involved in the creation of these analytical outcomes. In this approach, data analysis is in itself a form of knowledge generation through the process of assemblage and “listening to gut feelings”. This approach may be seen as messy and unscientific, but given its advantages in relation to new insights, dissemination and communication of ideas, this approach is more fruitful than detrimental to developing qualitative research further. I therefore conclude with thoughts relating to challenges, potential areas of application and a look to the future of this innovative approach to data analysis.



Copestake, James (Session 2D)
University of Bath

Howarth, Ed
Remnant, Fiona
Bath Social and Development Research Ltd

Dashboard Dialogues and Deliberation: Experiences with the QuIP

This paper is concerned with the social process of sharing findings from qualitative impact evaluation with those who commission it and with other stakeholders. We distinguish three feedback approaches: structured written reports, expert presentations, and dashboard mediated dialogue. We argue that the third permits evidence generated and coded using qualitative methods to be interpreted and presented in more open, flexible and participatory ways. A critique of this approach is that discussion is mediated through highly codified data, principally in the form of frequency counts of coded responses. We argue that this problem can be overcome by using interactive software that enables discussants to drill down into the underlying text and meaning at the click of a mouse.

The presentation is based on experience with mainstreaming use of the Qualitative Impact Protocol (QuIP) in impact evaluation of interventions with social goals, principally in the field of international development (see www.bathsdr.org). It is informed by realist epistemology rooted in a complexity ontology. Data from semi-structured interviews and focus groups is coded both deductively, to test users' prior theories of change, and inductively to highlight incidental causal drivers and unanticipated consequences. Experience with different approaches to sharing findings has been accumulated through participatory action research comprising commercial application of the QuIP across more than a dozen countries, following an initial period of design and piloting, as discussed in a forthcoming book: *Attributing Development Impact: the Qualitative Impact Protocol Case Book*.

We conclude that the availability of flexible data analytics software can transform the scope for open interaction between producers and users of qualitative data (use of *Sensemaking* software produced by *Cognitive Edge* being another example). However, realising this potential crucially depends on the wider process of deliberation through which research commissioners open up their activities to scrutiny. This has implications for the way such studies are designed, and also for qualitative research training.



Griffiths, Carol (Session 2B)
University of Leeds

Soruc, Adem
University of Bath

Language learner's identity dilemma

With the advent of modern computer technology, it has been possible to analyse large corpora of language in ways which were never previously possible. As a result, differences in written and spoken language have been demonstrated, and an interest has developed in teaching the spoken features of language (sometimes called spoken grammar or SGE) in order to help learners acquire more native-like production.

The study described in this paper set out to investigate issues involved with the teaching of features of spoken English, or SGE, including the use of vague language, placeholders, lexico-grammatical units, and ellipsis. Materials focusing on these four spoken features were prepared and presented over a period of two months to 19 students aged 18 to 20 preparing to enter a private university in Istanbul, Turkey. Of these students, nine were female and 10 male. To measure the effectiveness of the treatment on students' increased use of the features, production tasks such as picture description and role play were used. It was found that although some initial increase regarding the use of these features was evident at the time of the post-test, little had been maintained by the time of the delayed post-test three weeks later. To find out why they did not use the features, focus-group interviews were conducted with the students. The interviews were recorded, transcribed and where necessary translated in to English as some students preferred their mother tongue.

When analysing the qualitative data from the interviews, a grounded approach was used: the statements were listed (open coding), then grouped around common themes (axial coding). The analysis showed that students attributed this attrition to the fact that spoken grammar norms conflicted with their own sense of identity, making them feel "fake", "artificial" and "embarrassed" (their own words).

The important point here is that this study started out to investigate how to teach features of spoken grammar and to measure the uptake using pre-/post-tests; however, the most interesting finding which emerged during the focus-group interviews (that students deliberately resisted uptake because of conflicts with their own identity) was actually unexpected. This is an important point to remember when gathering and analysing qualitative data: we should always allow for the emergence of some unforeseen conclusions, which may, in fact, turn out to be more interesting than what we originally started out to look for.



Hatchard, Jenny (Session 1A)
University of Bath

Gillespie, Duncan
Buykx, Penny
University of Sheffield

Using framework analysis deductively: A case study from alcohol and tobacco tax policy and modelling research

Introduction

This ongoing study aims to examine the utility of applying framework analysis deductively to joint interview data in public health policy research. The research specifically explores the potential for using taxation to more effectively change population behaviour relating to alcohol and tobacco use, both of which are major risk factors for cancers, respiratory and cardiovascular disease. The research was conducted as part of a larger project – Syntax – which aims to model taxation policy options for alcohol and tobacco together for the UK.

Methods

Results from a rapid review of academic and grey literature (n=72) were synthesised into a stakeholder briefing. The briefing was used to structure and guide five joint interviews, each with both one alcohol and one tobacco policy expert from governmental, quasi-governmental and advocacy organisations (n=10). Transcripts were coded deductively using a refined version of the interview structure, following Nicola Gale et al.'s example. Coded data were summarised in a matrix of “cases” (participants) and coding categories, from where similarities, differences and relationships were analysed and interpreted through an iterative process of reflection and discussion within the project team.

Findings

Using framework analysis made it possible to systematically examine the data along a range of analytical vectors: by case, by participant category, policy option, and by product type. In doing so, the research team were able to synthesise preferred detailed policy options, associated objectives, and potential mediating factors. This level of detail was crucial to enable the qualitative rapid review and joint interviews to be used effectively to inform the quantitative modelling stage of the project. Framework analysis also proved useful in helping the research team understand the complex context of these policy options.

Conclusions

Framework analysis is an appropriate tool for conducting a highly structured analysis where codes have been identified *a priori* and where outputs have an instrumental purpose to inform further planned research.

Funders

National Institute for Health Research



Hickman, Stephen (Session 3B)
University of Exeter

Epistemological encounters and encouragements: a short reflective paper about the experience of conducting qualitative research into the different ways that a localised industry has succumbed to different causal processes of change

The paradigm assumption, or more explicitly, the necessity to adopt research methods that align to a certain philosophical position is an important and challenging undertaking in qualitative research.

Whilst there are many competing perspectives in the subjective-objective debate (Morgan and Smircich, 1980), it is the ontological assumptions and epistemological stance underpinning the social constructivism approach which resonates strongly with the world view to which I subscribe. Whilst others may well take a different philosophical stance I deliberately have chosen to share some research implications of holding to the implicit belief that social constructions are experientially based.

In this reflective *stance-methods* paper I explain how an awareness of the relationship between method and enquiry purpose slowly eased the theoretical agitation over methodological framework choices. I suggest that the conceptualisation of a less disconnected methodological framework (method-to-enquiry relationship) can more effectively foster, and make permissible a deepened interpretative treatment of recorded data (Schwandt, 1998).

As the participant observer I recount the methodological-methods connections I put into practice by taking an ethnographic approach to analysing in-depth observation-interview field data. The data was gathered through unrehearsed questioning of participant shellfish merchants using photographs, and loosely planned observations. These less-structured methods (Van Maanen, 1982) were used as interpretive research tools in collaborative field work with informants.

Drawing on theoretical arguments proffered by Denzin and Lincoln (1994) about the effective way to study the social creation of meaning and knowledge I illustrate how a methodological framework underpinned by an epistemological ontological orientation swayed toward strong constructionism (Easterby-Smith et al., 2012) caused a paradigmatic reorientation of research approach. All this was only possible I contest, when I was able to relax, albeit gradually, certain ontologically positivist persuasions about a concrete structural world view (Morgan and Smircich, 1980), and disbelieve objectivist assertions about documented research being 'uncontaminated' by the researcher (Gill and Johnson, 2010, p. 193).



Hutabarat, Pritz (Session 1C)
University of Bristol

Theorizing the Construction of Teacher's Identity as an Investment in Valuable Cultural Capital within the Field of English Language Teaching in Indonesia

Teacher identity plays a central role in influencing their performance and commitment in teaching profession (Danielewicz, 2001; Toohey, 2000; Varghese, Morgan, Johnston, & Johnson, 2005; Wetherell, 2009). Ironically, in spite of the fact that identity has been extensively researched using various approaches within a variety of contexts, the importance of understanding and nurturing teacher identities is still understated as it is reflected on the absence or very few appearances of the topic in English language teaching (ELT) related conferences. This study uses the concepts of investment (Darvin & Norton, 2015), capital, habitus, and field (Bourdieu, 1990) as lenses to understand the complexity and dynamics of teacher identity construct and the process of (re-)construction of teacher's identities within the ELT field in Indonesia. Moreover, the study also zooms in to the participants strategies in claiming certain position within the field through developing relevant cultural capital through their engagement in structured and unstructured professional development activities. The participants of the study were twenty-five non-native English teachers from five institutions (PELIs) who entered the ELT field with various degree of preparedness and intention. The data was gathered through interviews, email correspondence, WhatsApp chat, field notes and lesson plan analysis. The data was then analysed using thematic analysis following the six steps recommended by Clarke and Braun (2013). The findings present four main themes surrounding the construction of teacher's identities namely the investment in developing English language, investment in developing teaching skills and credentials, the roles of private English language institution in developing certain type of English teachers in Indonesia, and the teachers' belief about the English teaching practice. The study contributes to deepen our understanding of the identity construction of those who teach at English language institutions instead of formal schools in Indonesia which is a much less researched context (Floris, 2013).



Jones, Abigail (Session 2A)
University of Bath

Story Completion Exploring Perspectives of Own and Others Futures

Introduction

Story completion is a qualitative method where individuals expand upon a given story 'stem'. To date, story completion has used third person stories to explore a variety of phenomena such as relationships and eating disorders. Such studies demonstrate that story completion can facilitate novel exploration in difficult to investigate areas. However, as yet no studies have used a story completion task to explore first person accounts.

Methods

Two participant groups (adolescents with and without chronic pain) were presented with two story stems through online survey software, which asked participants to describe 1) their future and 2) their friend's future. Stories have been analysed using inductive Thematic Analysis, comparing the own and friends future stories completed by adolescents with and without chronic pain.

Results

Data collection for the study is ongoing and this paper will consider 35 participant responses from each participant group (adolescents with chronic pain and pain-free adolescents). Preliminary data suggests that stories vary in length (22 to 777 words), which is typical in story completion studies. Stories appeared to be more realistic than story data provided in previous story completion studies. This is unsurprising given the stories not only relate to real people, but themselves or a friend who they know.

Initial analyses suggest that many of the own future stories provide a list-like rather than narrative description of their future, possibly representing an underlying tendency for people to think about their future as a 'to-do list'. For the friend's future stories, there was greater variation in how these stories were written, with some written in the first person (as though they are the friend), some written about a specific friend, and some written about friends as a general group. This may be due to differences in people's conceptualisations of their friend's future.

Discussion

This study expanded the use of story completion by simultaneously using future focused, first and third person story stems. The initial results suggest that this is a useful application of story completion, and that it can be a useful method for exploring people's perceptions about their, and others', future.



Kinnear, Fiona (Session 2D)

University Hospitals Bristol NHS Foundation Trust, University of Bristol

Wainwright, Elaine

Bath Spa University, University of Bath

Perry, Rachel

Huntley, Alyson

Cox, Jennifer

Searle, Aidan

University Hospitals Bristol NHS Foundation Trust, University of Bristol

Qualitative synthesis of Enablers and barriers to treatment adherence in heterozygous familial hypercholesterolaemia (FH): Lessons learnt from using a thematic synthesis approach

Introduction: Qualitative syntheses are increasingly recognised as an important evidence source to inform policy development and interventions within the healthcare setting and are endorsed by the Cochrane Collaboration Group¹ and The World Health Organisation.² Thematic synthesis³ is a commonly used methodological approach, however published papers provide limited information about how this complex process is carried out.

Aim: Using thematic synthesis principles, we aimed to identify enablers and barriers to treatment adherence in individuals with familial hypercholesterolaemia (FH). We sought to identify and address challenges encountered during this analysis to provide recommendations for best practice in thematic analysis.

Results: The thematic synthesis uncovered seven enablers and six barriers to treatment adherence which are intended to be used in clinical practice. We encountered the following challenges: 1) Multiple papers reporting findings from one sample of participants; 2) Valuable findings in papers not identified by traditional database searches 3) Low quality appraisal scores reflecting reporting rather than methodology quality 4) Summarising results into clinically relevant findings.

Recommendations: To overcome the identified challenges we recommend 1) Treating all papers as individual sources but ensuring no duplication in extracted data through development of appropriate extraction tool and involvement of more than one researcher; 2) Comprehensive search strategies incorporating grey literature searches; 3) Contacting lead authors to obtain further details of methodology used and conducting sensitivity analysis rather than excluding papers; 4) Involvement of clinicians currently working with the population of interest to ensure synthesis findings are practical and useful for clinical practice.

Conclusion: Thematic synthesis is a useful approach to bring together the results of individual qualitative studies to identify common themes and generate new understandings that can be used in clinical practice. However there is a nuanced discussion to be had about not detracting from the value of individual qualitative studies as qualitative syntheses develop their place within the EBM paradigm.



Kuhn, Caroline (Session 3A)
Bath Spa University

How Critical Realism and Realist Social Theory work in tandem to analyse why and how students engage/don't engage with digital tools in formal settings

It looks like the new technological landscape brings some magical change with it. Furthermore, those changes are mostly seen as inevitable and always for the better enabling students to access 'effortlessly' some kind of inevitable progress. Thus, the usual questions asked in the field are related with 'what works?' 'performativity' and 'efficiency', narrowing the understanding of these issues and avoiding as Selwyn (2012; 2017) reminds us, the problematisation of the use of technology in education.

Adopting a more conservative stance and scrutinising the 'state-of-the-actual', I decided to explore the current digital practice of students, placing the digital inside the texture of everyday life. I used mapping in the context of the Visitor and Resident approach (White and Le Cornu 2011) as a means to enquire weather, how and why students engage with digital tools and platforms in formal and informal settings. Constructivist grounded theory [CGT] (Charmaz 2006) has been used for sampling, collecting and analysing the data, so I thought. But after collecting the data, I found myself confused with the findings and not sure how I could make sense of some the maps using only CGT. Searching for a theory that could ease my struggle I found critical realism (CR) but although that did provide me with guidance, CR is a meta-theory, thus I needed a middle range theory that could provide me with some analytical tools to combine theory and empirical research. The idea was to be able to generate theoretical explanation about agency in digital spaces. What I did was to combine the analytical tools of realist social theory (M. Archer 1995; M. S. Archer 2007) with the basic principles of CR and with that combination I created a framework for analysis that uses the maps as the empirical input and the concepts of agency, structure and culture as defined in RST.

The main focus of my paper is presenting my research paradigm and the struggles and messiness I found myself in while searching for the right framework for analysis to make sense of the combination of the maps as objects of analysis and students' story of those maps.



Lawrie, Theresa (Session 2D)
Evidence-based Medicine Consultancy Ltd

Downe, Soo
Finlayson, Kenny
Lewin, Simon
University of Central Lancashire

Tunçalp, Özge
World Health Organization

Qualitative evidence synthesis in the development of the WHO antenatal care guideline

Introduction

The applicability of World Health Organization (WHO) guidelines to different populations and settings has sometimes been questioned. To address these concerns and improve the usefulness of its guidelines, WHO is increasingly using qualitative evidence derived from qualitative evidence synthesis (QES) to inform its clinical and health-system recommendations. This presentation describes how QES was used in the development of the 2016 WHO antenatal care guideline.

Methods

Qualitative evidence syntheses of women's and healthcare providers' views and experiences were conducted to inform the scope of the guideline and to populate the GRADE evidence-to-decision framework criteria of service user values and preferences, acceptability, and feasibility implications for each intervention evaluated by the guideline development group. Confidence in each summary qualitative finding was assessed using the GRADE CERQual approach.

Findings

The use of QES resulted in the addition of new outcomes to the WHO antenatal care guideline GRADE evidence-to-decision frameworks that were more relevant to service users, and a more comprehensive evidence base for guideline panel decision-making. It also contributed to the development of derivative products to aid the implementation process and influenced the overarching philosophy of the guideline and its associated healthcare model.

Conclusions

Qualitative evidence synthesis improved the relevance of the WHO antenatal care guideline to its stakeholders and enhanced the usefulness of derivative products to improve the implementation of high-quality antenatal care. This approach is now being used in other critical WHO guidelines.



Leigh, Jennifer (Session 2C)
Blackburn, Catriona Anne
University of Kent

Analysing through editing: Video footage

Creative approaches to research elicit emotional, honest and reflective responses, and these can be captured effectively through video footage. However, once we have this footage, how do we analyse and represent it? We are presenting research from a study funded by the Society for Research into Higher Education that used visual and creative methods to explore embodied academic identity. Jennifer met with 12 academics from a variety of disciplines including sociology, maths, drama, dance, music and anthropology; with a range of seniority from PhD student to professor. Each self-identified as having an embodied practice and reflected on their experiences of academic life and work. Each meeting was filmed in a studio, with access to high quality art materials, and the data included that video footage, drawings, reflective representations and interview transcripts.

We will screen the video essay that resulted from 30 hours of footage, as part of a collaboration between Jennifer and Catriona, an academic filmmaker. Catriona had access to the raw footage, images and transcripts from the study, and initially identified the elements that spoke to her most strongly – that is the emotional journey of the participants and the researcher as they struggled with aspects of their embodied academic identity. Together Catriona and Jennifer sought to weave an essay that incorporated these stories and the process of editing and creating them. We will discuss how the editing process enhanced and formed part of the analytical process, resulting in an output significantly different from the written and more conventional outputs from the study.

This video essay and the questions that resulted relate to all the conference themes, as they are to do with the analytic processes unique to video footage, the practice of analysing through editing and collaboration, and the representation of that analysis through dissemination. We wanted to know whether the use of film along with the other creative approaches provoked more honesty in research participants? Whether a film screening allows more emotional connection with its audience, and how does this kind of research approach and dissemination compare to more traditional forms? Is it riskier? If so, for whom?



Lister, Thomas (Session 1D)
University of Exeter

Situational analysis: An Introduction and some reflections

Historically, qualitative inquiry has tended to ignore the situatedness of social phenomena, instead focussing its attention on particular aspects of social life (actions, selves, narratives). Situational analysis (SA) is a method of qualitative analysis which aims to situate social phenomena within what symbolic interactionists call ‘the big picture’, bringing into view the temporal, structural, discursive and spatial elements that constitute the phenomenon being investigated.

Analysing qualitative data using SA involves creating and analysing three kinds of maps: situational maps, social worlds and arenas maps, and positional maps. Creating and refining these maps is the primary analytical work of SA. Together, they illustrate the wider context in which social phenomena exist, provide a useful portrayal of the major collective entities that people come into contact with, and offer a dynamic understanding of the popular discourses that are called upon by various social groups. As well as forming part of the analytical process, these maps act as a powerful representation device for researchers looking to communicate their findings.

In this talk, I will provide an overview of these mapping techniques and discuss how I am using them in my PhD research, in which I aim to generate an understanding of how people come to be labelled, or to label themselves, as autistic in adulthood. I will discuss the day-to-day realities of doing SA and how I am using it alongside other practices of qualitative analysis (coding and memo writing). I will offer some critical reflections on how my chosen method has informed my analytical process, and how, at times, it has felt formulaic and burdensome.

Reflecting upon my own experiences, I feel that the challenge of doing good qualitative analysis involves navigating the disconnect between how methodologies are reported in the textbooks and the reality of using them in our own work. That is why talking about our analytical process in a clear and honest way will not only help others appraise our work, but also show people new to qualitative inquiry that, through the act of doing research, the analytical process very much becomes our own.



Meyer, Miriah (Session 2C)
University of Utah

Dykes, Jason
City, University of London

Design in Data Visualization: Making Sense Of, and From a Messy Design Process

The field of data visualization focuses on designing and developing interactive graphics to help people make sense of data. As researchers we study computational and algorithmic challenges, along with perceptual and cognitive principles; but also the messy, iterative, and subjective learning that emerges from designing technology for people.

As a computer science research community with close ties to statistics, mathematics, and cognitive science, we struggle to overcome the myth that the positivist approach is the only way to generate reliable knowledge. There is no consensus that qualitative, design-based approaches can lead to empirical results; and among the champions of this perspective there is still a lack of agreement about the appropriate methods and methodologies to support rigorous applied visualization research. Although approaches such as action research, critically reflective practice, and qualitative social science more broadly provide deep and substantive methodological guidance, several differences in the goals and values of visualization research make wholesale assimilation challenging:

- The data that we produce includes learning-engrained artifacts such as sketches and interactive software prototypes; it is unclear how to record, analyze and report on these in conjunction with more standard data sources such as observations and interviews.
- Learning occurs throughout the design process, altering the research goals along the way, making methods for reliability such as triangulation and saturation challenging to achieve.
- As a technology field, rapid innovation is a core value, and thus any methods for qualitative data collection, analysis, and reporting must balance time and effort against the benefits of increased rigor.

Based on our past work in both the practice and research of visualization design, we are exploring several core questions for addressing the rigor gap visualization design methodology: what are the data that form empirical evidence of our design processes? How do we develop reliable claims from this evidence? What are the ways in which the evidence and claims support and extend the existing body of visualization knowledge? These questions are interrelated and messy. Building off of existing ideas from qualitative research approaches, however, we are developing a flexible framework for informing visualization research through design as well as for making judgments about the quality of knowledge claims based upon such work.



Monforte, Javier (Session 3D)

Úbeda-Colomer, Joan

University of Valencia

Using two interviewers in qualitative research: analytical possibilities

Interviewing is the most used and popular data collection technique in qualitative research. Owing to methodological developments, a huge variety of types of interviewing is now available. Knowing them is important, since each one differently influences relevant aspects of qualitative research, including ethics, analysis and representation. Interviews might be generally categorized in terms of structure (individual structured; individual semi-structured; unstructured), participant numbers (just one person or focus group), data-prompts (photo-elicitation interview; object interview) or mediums (telephone interviews; mobile interviews; online interviews), for example. Many other types of interviewing exist and are used today. However, to the best of our knowledge, there is an absence of examples in which more than one interviewer is directly involved in the narrative of the research interview. In light of this apparent invisibility within the prevailing literature, this novel examination seeks to gain some understanding about the active involvement of two researchers in the interview setting.

The researchers have been interviewing university students with disabilities as part of a national project, alongside pursuing a PhD. Both of their PhD thesis address physical activity and disability, yet they tackle this general topic from different approaches. While Javier works with narrative and new materialism, Joan uses mixed-methods and draws on a socioecological model. Their reflective account delves into the ongoing research journey they embarked on, the decisions and dilemmas they had along the way and the lessons they learned so far. Drawing on their own experience, the authors will reflect on the benefits and pitfalls of this method to the researchers, the participants and the research. Given the focus of this Symposium, the authors will pay special attention to the ways in which using two interviewers influenced the analytical process. Concretely, they will tackle the impact of using two interviewers regarding how this affected the interpretative and analytical progression. This presentation provides insight into the advantages and challenges of using two interviewers, which can inform other qualitative researchers contemplating the incorporation of this strategy into their projects.



Morris, Leah (Session 3B)
Moule, Pam
Pearson, Jen
Walsh, Nicola
University of Plymouth

Patient Views on the Advanced Practitioner Role in Primary Care: A Realist Review

Approximately, 30% of GP consultations are due to musculoskeletal disorders (MSKDs). Physiotherapists are trained to assess, diagnose and treat a range of MSKDs, and could provide the first point of contact for Primary Care patients as a First Contact Practitioner (FCP). There is limited evidence on whether this extended role is acceptable to patients. However, previous research has explored acceptability of other Advanced Practitioner (AP) roles in Primary Care services, which could inform this new initiative. This project used realist review methodology to explore factors that influence patient acceptability of AP roles in Primary Care.

A realist review was undertaken to identify initial programme theories regarding acceptability. Databases were searched to identify relevant literature. Identified studies were subject to inclusion and exclusion criteria, resulting in 38 studies – qualitative, quantitative and mixed-methods studies – included for review. Bespoke, theory-specific data extraction sheets were created and utilised. Data were analysed through identifying contexts, mechanisms and outcomes, in order to formulate hypotheses. Hypotheses were validated through consultation with expert stakeholders, including a Patient Partner.

Eight theory areas were identified that potentially impacted on patient acceptability of the role: prior experience of condition management; patient expectations of condition management; communication; continuity of practitioner; scope of practice; accessibility; professional hierarchy; and promoting the role to patients. These theory areas were developed into 19 hypotheses which may influence future development, including shaping the physiotherapy FCP role. For instance, role acceptability is influenced by individual patient factors such as patients' perceived severity of their condition. Roles involved in service design should also take into consideration the service-related acceptability factors, including accessibility and continuity of care, as well as the pragmatics and sustainability of providing improved access to, and continuity of, APs. The hypotheses are not specific to the physiotherapy profession. However, the hypotheses are informing the topic guides for an ongoing qualitative study specifically exploring the patient acceptability of the physiotherapy FCP role. This study will adopt a Realist Evaluation methodology, which, through exploring the complex interactions between contexts and outcomes, can increase the transferability of qualitative findings.



Naik, Vani (Session 1B)
Loughborough University

Women engineering professors: A thematic critical discourse analysis of their lived experiences

Women are vastly underrepresented in engineering academia. Such inequality and exclusion is problematic from a moral perspective; universities as public bodies should promote gender equality as this is a basic human right. The area of gender equality in higher education is a relatively new area of study, yet the findings consistently indicate systematic institutional gender discrimination.

The aim of my research is to investigate how such power and inequality have been experienced by women engineering professors. What are their discourses surrounding exclusion in both micropractices and the macrostructures of academe? How do they emphasise, downplay or subvert any gender differences in their career narratives? Ultimately, the aim is to have robust evidence to counter their exclusion and work towards gender parity in engineering professors.

I will interview women professors about their experiences of becoming and being an academic. The methodology used in past studies has been descriptive thematic analysis of interviews. However, based on a pilot study with three women engineering professors, it became evident that these women had well-rehearsed career narratives. This is likely because due to their rarity, these elite academics have been asked to speak in public on being a senior woman in engineering. Thus, in my initial analysis, a more useful methodology was to combine thematic with the more probing (critical) discourse analysis.

This methodologically oriented paper aims to show how this hitherto separate analytic methods may be combined. Unlike Lawless and Chen's (2018) paper on critical thematic analysis, which is based on repeated, recurring and/or forceful patterns of information, this approach places value on salience, which can be on absence, how something is said and non-verbal cues such as pauses. This has been particularly useful when there is a sense of 'performance' with these women in senior positions telling their stories. Methodologically, this is breaking new ground in this field and I welcome the opportunity to exemplify this analytic practice. Presenting this paper using my pilot data would allow me to explore whether such analysis can be deemed to be an appropriate or 'correct' methodology, prior to my main data collection phase.



Pickering, Dawn (Session 2C)
Cardiff University

The authenticity of visual methods with disabled children and young people who seek to participate in recreational activities

Introduction: Disabled children and young people are an under researched group especially when their style of communication is different. Additionally, when they have walking limitations, they are usually excluded from research studies. Whilst their able bodied peers can enjoy wide choices of leisure activities, they have limited opportunities for participation, unless activities have been adapted.

Area of scholarly contribution: This study is adding to knowledge about the use of visual data with non-verbal disabled children and young people to represent their 'voice'.

Theory: The theory is still being developed.

Methods: A multiple case study design compared a group who did participate in recreational activities and group who did not. The participants were children and young people with cerebral palsy, aged nine to sixteen years with limited mobility. All had different styles of adapted communication including non-verbal. Consent was in the form of assent with written parental consent. To authentically represent their 'voices' a multiple comparative case study design was developed. Each case study included two interviews, a diary written over twelve weeks, and some non- identifiable photographs from observations. The use of these visual images portrayed meaning about their participation, specifically to interpret the emotional wellbeing effect from their level of participation. Thus the triangulation of these different data sources adds to the credibility and rigour of the methods.

Findings: Seven participants volunteered, four who did participate in recreational activities and 3 who participated less. A variety of opportunities were available such as adapted skiing, surfing, trampolining, Race Running, cycling musical and accessible events. The visual data added value for the context of environments where participation could or could not take place. As the researcher, the interpretation of the original images could be used to determine the emotional wellbeing impact. However, these cannot be shared due to the need to protect their identity and maintain their confidentiality and anonymity.

Conclusion: Visual data can enhance the data by triangulating with other sources. However, the authenticity of utilising this data source must be used with caution with disabled participants to protect their anonymity and confidentiality.



Quinn, Cath (Session 3D)
Rybczynska-Bunt, Sarah
Weston, Lauren
Byng, Richard
University of Plymouth

How can person-centred case studies be generalised to inform an evaluation of an offender mental health intervention (Engager)?

Myth: Case study methodologies lack generalisability, and therefore rigour, making them unsuitable for use in large scale applied health research.

Method: Purposively selected individual participant case study analysis. Data included: Semi-structured longitudinal interviews with participants; interviews with intervention practitioners, other practitioners and participants' friends and families; case notes; session recordings; field notes; and longitudinal quantitative outcome measures.

Messiness: Aggregating themes across cases and addressing themes which applied to only one, or a few, cases. Interrogating themes which were not part of the evidence informed hypothesised logic model of how the intervention would work. Integrating a predominantly qualitative methodology with both positivist informed outcome measures and the Realist Evaluation approaches which drove the overall project.

The publication of medical research originally focused on the sharing of unusual or instructive 'cases'. As more detailed and rigorous qualitative methods developed case study based approaches fell out of favour due to their idiosyncrasy and lack of generalisability. We chose to use a case study analysis approach in a parallel process evaluation of a 2-arm randomised controlled trial (RCT). We are evaluating the 'Engager' intervention which works with men in prison with common mental health problems prior to, during, and after release

<https://www.plymouth.ac.uk/research/primarycare/engager>. The intervention is delivered in a flexible person-centred way, to individuals, and participants receive the components of the intervention which most closely meet their jointly agreed needs, rather than all receiving an identical intervention. Therefore we used the unit of delivery, the participant, as the analytical unit or 'case'.

We will present the benefits and challenges of our 'Analytical Processes' for this currently ongoing process (completion due January 2019). Our case study approach has allowed us to bring together a range of data (whose collection was informed by a range of ontological perspectives) for individuals, which have then been combined to give our analysis both depth and breadth; something which many other analytical approaches are unable to achieve. Illustrative examples will be given of where this approach has enhanced our ability of inform the evaluation, and development, of the intervention and also of our ongoing challenges.



Rahayuni, Kurniati (Session 1A)
University of Birmingham, State University of Malang

Smith, Brett
University of Birmingham

Using Reflexive Thematic Analysis in Cultural Sport Psychology

Thematic analysis (TA) is a popular analytic method in psychology and health research. It has also been used extensively in sport and exercise psychology, but rarely in Cultural Sport Psychology (CSP). In this paper, some reflexive insights on the challenges of doing a TA are offered in relation to a project that is examining the psychological demands of Indonesian elite athletes. The three challenges focused on in this talk are: 1) Understanding the temporality of the social and cultural issues, which related to the career history of each athlete participant and the elite athlete recruitment system, and the timing of the data collection which was conducted 7 (seven) months prior a major event hosted by the country. 2) The flexibility and multiple iterations of TA: to entangle the individual and social layers of data, we repeated coding with and reviewing the thematic map with 2 (two) different focus: focus to semantic and latent coding, and re-reviewing the thematic map through a social lens; and 3) The application of the research question to navigate the complexity of data. The importance of reflexivity and the theoretical knowledge of the social and cultural setting of the research is also discussed in this paper.



Rajabzadeh, Vian (Session 3D)
Queen Mary University of London

Thomas, Nicola
London South Bank University

Hull, Sally
Queen Mary University of London

Evaluating the use of CKD trigger tools across practices in east London: a qualitative study in primary care

Background

A quality improvement programme to improve identification and management of chronic kidney disease (CKD) in primary care was developed across east London in 2015. This study focuses on the CKD trigger tool. Designed as a patient safety tool it provides an alert to GP practices when falling estimated glomerular filtration rates (eGFR) are identified from the patient record. The tool's aim is to alert clinicians to possible CKD progression, and invites written reflection by the GP of the 'referral' or 'non-referral' outcomes of the patients identified by the tool.

Aim

To evaluate how the CKD trigger tool is used across practices in east London. To examine how the differences in the practitioner use and perceived value of the tool is characterised by interview transcripts, compared with written reflections recorded on the completed practice trigger tools

Method

Eight semi-structured interviews were undertaken with 6 GPs, 1 pharmacist and 1 practice manager. Interview data were compared with the reflection data recorded on the completed tools. The reflection free-text data were organised into categories, of 'yes' and 'no' referrals, dividing further each category by 'young' and 'old' cases. Thematic analysis was applied to the interview transcripts. Arising themes were supplemented by the descriptive analysis of the reflection comments.

Findings

In total, 1921 reflection comments were examined, 1770 'No' referrals (935 aged under 60) and 151 'Yes' referrals (81 aged under 60) from east London, covering a two year period. Four broad themes emerged from the interviews: 'Getting started...', 'Workflow', 'Trigger tool as a learning tool', and 'Patient safety'.

Conclusion

The study highlights features enabling practices to fully engage with the trigger tools. Administratively well organised practices found that the tool could be readily embedded into their workflow, and expressed a greater motivation for using it. Reflection data highlighted cases of poorly controlled diabetes and/or hypertension for the 'yes-young' referrals. Generally, 'No' referrals emphasised the implementation of a clinical management plan, through repeat tests and monitoring.



Ranger, Emma (Session 2D)
University of Bristol

Much ado about nothing? – Perceptions of the importance of qualitative research

The dominant discourse about quality of evidence in public health is usually the ‘pyramid of evidence’ (Rosner et. al., 2012). Meta-analyses, systematic reviews and randomised control trials sit at the top with ideas, opinions and anecdotes at the very bottom. This means a field in the process of adopting evidence-based practice is starting from the default position that one kind of evidence and methodology, the objective and quantitative, is the most important. Qualitative methods and interpretive outcomes usually attain importance by virtue of supporting the quantitative evidence rather than in their own right (Lester et. al., 2015).

Qualitative PhD researchers can therefore find themselves in a doubly difficult position. They not only need to develop skills in arguing the importance of their own research to experienced colleagues and examiners, but also to justify their choice of methodology and what counts as knowledge. This, in an atmosphere which might range from discouraging to hostile. This is problematic as it is important for this group of early career researchers to take their field into the future rather than merely repeating ‘what has always been done’.

Auto-ethnographic accounts of PhD experience (Allen, 2015; Aziato, 2015; Hamood, 2016) outline difficulties in maintaining research orientation, completing and examination by researchers unfamiliar with their methods, and how the PhD experience is inseparable from the academy in which it is undertaken. Using an autoethnographic approach, I have also considered my position in relation to the importance of qualitative work in a highly quantitative research group. The experiences of others serve to support my development, as a female from a non-traditional background, in developing the necessary strength of voice and conviction to maintain my qualitative position.

Developing skills in defending one’s work and methodologies is an integral part of any PhD journey, qualitative or otherwise. Support from supervisors, experienced qualitative colleagues, and the academic structures in which research is conducted, are key to the future profile of qualitative research in the wider research world. It is also incumbent upon beginner researchers to seek this support and develop the skills to defend the importance of their qualitative work. Interpreting our own experiences via qualitative methods is a good place to begin (Stubb et. al., 2015).



Remnant, Fiona (Session 1A)
Bath Social and Development Research Ltd

Copestake, James
University of Bath

Coding Causal Claims for Impact: Experiences with the QuIP

Immersion in the messy complexity of qualitative data is critical to extracting its meaning; but in the applied field of programme impact evaluation the scope for doing so is constrained by tight budgets and timelines. Managing this tension entails combining open-ended enquiry with more systematic approaches to coding and analysis. Rather than compromising academic integrity we argue that use of more transparent processes of coding and analysis can enhance the credibility of findings. The argument is illustrated by drawing upon a forthcoming book (Attributing Development Impact: the Qualitative Impact Protocol Case Book), and recent experience of using the Qualitative Impact Protocol (QuIP) to evaluate the social impact of more than twenty international development interventions (see www.bathsdr.org).

The QuIP is designed both to complement quantitative monitoring by identifying mechanisms behind change, and as a flexible alternative to impact assessment based on quantitative methods. It relies on semi-structured interviews and focus group discussions (up to 60 per study) with intended beneficiaries to elicit their perceptions of what has changed in their lives and why. A structured approach is used to code causal claims or stories of change. Starting with an empty code-book the analyst first codes drivers of change based on inductive classification of different root causes behind observed changes. Each driver is then linked to a chain of up to three outcomes. The analyst then codes each causal claim for attribution using a predetermined set of codes based on how closely the story of change resembles the 'official' theory of change behind the intervention. Frequency counts of the patterns and relationships between these causal chains facilitate flexible visualisation of stories of change emerging from each dataset that can be supplemented with illustrative text.

We argue that this approach to thematic coding has the potential to make use of qualitative data for social impact evaluation more credible, cost-effective and hence widely applicable.



Silverio, Sergio A. (Session 3B)
University College London

Gauntlett, William
Alder Hey Children's NHS Foundation Trust

Wallace, Hilary
Aintree University Hospital NHS Foundation Trust

Brown, Jeremy
Edge Hill University

Grounded Theory Analysis for Cross-Disciplinary Qualitative Health Research: (Re)discovering the utility of an underused and undervalued methodology

Increasingly, cross-disciplinary collaboration is becoming the norm in research practices. This is especially true of health and healthcare research, evaluation, education, and training (Gale et al., 2013). In the UK, calls for cross-disciplinary working for health research have come from The Government and The Research Councils (UKRI, 2017). Many areas of health research have embraced collaborations of mixed-professionals and argue the benefits in tackling serious global health issues (Marsili, 2016); narrowing knowledge-practice gaps (Urquhart et al., 2013); and improving health-promotion (Tzenalis & Sotiriadou, 2010). Cross-, inter-, multi-, or trans-disciplinary research have all become fashionable buzzwords in funding bids, grant applications, and subsequent research disseminations. However, increasingly coming under scrutiny is how research remains credible, and how methodological and analytical processes will continue to be rigorous when considering the competing demands of each discipline's theoretical standpoints and practical requirements (Mutz et al., 2015; Toomey et al., 2015). Both qualitative data collection and, specifically, Grounded Theory analysis (Glaser & Strauss, 1967), are being more widely used in healthcare research and health-service evaluations (Chapman, Hadfield, & Chapman, 2015; Watling & Lingard, 2012). Grounded Theory is widely respected as a rigorous and commonly used method of analysis for qualitative data (Holton, 2008). Through a team comprised of an academic Psychologist, an expert in Clinical Education, and two clinical Anaesthetists we were able to adapt and develop a Grounded Theory approach which satisfies the often-competing demands of both clinical and academic research teams. In this paper, we present how the bringing together of this cross-disciplinary team enabled us to establish good working practices for rigorous, cross-disciplinary, and longitudinal qualitative research using a modified Grounded Theory approach. We blended the practicability requirements set-out by the clinical team, with the rigorous qualitative approaches and the theorisations made by the academic researchers, whilst staying true to the very epistemological and ontological stances required to undertake an inductive Grounded Theory. This resulted in an easily replicable, and rigorous modified approach to Grounded Theory appropriate for both cross-sectional and longitudinal cross-disciplinary qualitative health research, bringing an exciting new methodological approach into use for future multi-disciplinary research teams undertaking qualitative analyses.



Singh, Vandana (Session 3C)
University of Bath

Photo-elicitation: through a theoretical lens to investigate the gendered experiences of Northern India's primary school fe/male pupils'

This presentation discusses, how cameras solicited pupils' voice in understanding the experiences of girls in the northern Indian primary school. The pitfall of the focus-group interviews led to an exploration of creative methodology. The focus to obtain equitable voices and not privileging some groups during the data collection process allowed to consider photo-elicitation (PE) methods. This presentation will compare the two data sets: focus-group interviews and PE and their analytical process of an ethnographic case-study. It also highlights the use of inductive analysis and its complexities. How and where the theory was integrated, to overlap but not to hinder the process of inductive analysis. However, given the complex nature of this research which investigates, what capabilities were built during the primary schooling of girls pupils', the integration of theory allowed interpretation to be a deep and meaningful process.

The presentation will demonstrate the transition from inductive analysis to the use of a theory. Illustrating how Basil Bernstein's coding framework allowed interpretation deeper by explaining the gendered phenomena of teachers' pedagogical practices within the classroom. Further, it discusses to what extent Indian schools' overall practices and environment perpetuate gender norms through the implicit and explicit curriculum. Whereas, student-led PE methods evoked participants' voices regarding their gendered association, identities and gender shaping. It will end by concluding how the integration of theory can generate deep and theoretically backed analysis with deep interpretations. It will also highlight the two forms of data sets (focus-group and PE) from two different approaches and how each approach responded to the integrated theory.



Tran, Diem-Tu (Session 1B)
Jespersion, Sasha
Sanders, Karen
Murphy, Carole
St Mary's University London

Qualitative Analysis of Online Newspaper Articles on Irregular Migrants in the United Kingdom, 2015-2018

Media and politicians in Europe repeatedly express their concerns over migrants who enter their national territory unauthorised and remain without permission. Accordingly, there are policies in place that establish criteria for unwanted migration and make it a criminal offence punishable by law.

Despite the great political interest in irregular migration, the coverage of this group of migrants in the media is still poorly understood.

This paper will discuss the analytical approach taken to understand the kinds of attitudes the British press has towards irregular migrants and how these media representations have changed over time. Based on 233 articles published by ten British newspapers on Facebook, it explores how the press perceives and presents irregular migrants over the Brexit referendum period between 2015 and 2018. The paper shows that online newspaper articles on irregular migration reveal the narratives and discursive frames constructed around irregular migrants and give insights into their societal as well political importance.

By employing a qualitative approach of content and interpretative discourse analysis, the paper examines the trends in linguistic features and dominant attitudes on irregular migrants in newspaper reporting. By means of a deductively designed coding scheme, key aspects of the newspaper narratives can be identified focussing on the thematic priority, rationale and justification of argument and messenger of content.

The manual coding further consists of identifying key themes emerging from the articles through annotating individual sentences and grouping them together in subcategories and subordinate categories. This process then allows to order categories and make key connections between them. By considering the political leaning of a newspaper, the interpretation of the content also takes aspects of readership, presentation of the content and purpose of the article into account.

In a further step, the paper situates the newspaper articles in the context of irregular migrants in the United Kingdom and other European countries to analyse links between the changes in discursive patterns and recent immigration-relevant political events.



Wenham, Lucy (Session 1C)
University of Bristol

Rethinking Rigour: Analytic dilemmas of a scientist morphing into a social scientist

In transitioning from scientist to social scientist - as well as simultaneously from teacher to teacher-researcher - and with the lived experiences of marginalised students as my driving force, I had to confront many thought-provoking, troublesome and thorny issues. Embracing an ethnographic approach was a natural methodological fit for me, keeping the students' experiences front and centre. This ethnographic work seeks to give a voice to students as a way of understanding the triggers, causes, effects and consequences of their disengagement from mainstream secondary education. The research is primarily based on semi-structured interviews, with some additional participant observation, as well as small group or one-to-one teaching within a withdrawal-unit - where the participants all spent some time removed from the mainstream classroom setting, most commonly following a period of sustained low-level disruption. I found settling on a suitable analytic stance that would dovetail with the ethnographic methodology, to be a far more agonizing, convoluted, messy journey. I was determined to keep the students voices at the heart of the entire process and simultaneously provide an erstwhile scientist such as myself with sufficient rigour, reliability and reproducibility. I discuss the rationale for my eventual choice of qualitative analytic approach - drawn from constructivist grounded theory techniques - before detailing the specific analytic steps, incorporating free writing, initial coding, clustering, memoing, focussed coding and diagramming. I lay bare the process to make it transparent and open to critique - providing detail all too often glossed over - exemplifying my approach with the replication of a complete memo, which results from analysis of one participants interview, and stems from the code 'Not Helping.' From just one code and one interview, through citing the pertinent extracts from the data, I illustrate how it is that tentative processes can start to develop in relation to other processes and become part of web-like diagramming, which summarises the on-going analysis. I describe how 'big codes' or categories emerge and coalesce to form the findings - inevitably against the fuzzy backdrop of my own hunches and sensitizing concepts. I find this process to be suitably rigorous.



Wiltshire, Gareth (Session 3A)
University of Bath

Ronkainen, Noora
Liverpool John Moores University

Reclaiming reality in analytical approaches to qualitative research

Qualitative research is often positioned as part of a paradigmatic approach associated with ideas such as relativism, constructivism and interpretivism. Such a paradigmatic approach has important implications for how analysis is conceived of, conducted and judged. This paper provides a critical review of this widely used paradigmatic approach with the purpose of examining its impact on the development of high-quality, credible analysis. We argue that in subscribing to a 'flat' ontology (i.e., Bhaskar's epistemic fallacy), the relativist approach orients qualitative analysis to discourse and subjective experience, disregarding the analysis of the underlying mechanisms and structures that enable or constrain events and outcomes. The overemphasis on fragmentation, fluidity and contextualism and rejection of real mechanisms that operate independently of researcher's activity also prevents any effective theory development which ultimately should be the goal of qualitative analysis. The relativist approach has also failed to resolve central challenges related rigour and validity of qualitative analysis. This is largely because of a reluctance to commit to the notion that we could 'get it wrong' and that judgements about qualitative research are implicitly judgements about how well our interpretations and theories refer to a 'real world' that exists independently of our conceptions of it. Therefore, we suggest that qualitative research would have a more credible grounding in realist approaches and suggest using the principles of ontological plausibility, empirical adequacy and practical utility in evaluating research rigour. We discuss the implications of realism for rethinking qualitative data analysis and research quality.



Young, Jenny (Session 2A)
Edinburgh Napier University

No single process to analyse narrative - what now? Reflecting on the challenges of choosing an analytical framework for the analysis and presentation of narrative data

Introduction

Illness narratives are the storied accounts told by ill people and their informal carers. Within the context of this study these narratives offer the potential to provide insight into how caring for someone with cancer is experienced and understood from a male perspective. Accordingly, exploring the way male carers construct stories of their experiences will highlight their construction of self within a particular social and cultural context. However, transforming these aims into the analytical process is complex. This is largely because there is no single process regarding the analysis and presentation of narrative data. This can be overwhelming – particularly for researchers who are, as I am, new to narrative research. In this presentation I will share how I intend to develop my analytical process - reflecting on the challenges associated with choosing a framework that will produce credible and trustworthy evidence to support my study aims.

Method

This discussion stems from a longitudinal narrative study. Consenting participants (7 males) are interviewed three times over one year. Interviewing began in April 2017 and will continue throughout 2019.

Discussion

Developing an analytical framework can be an iterative and on-going process. In this study, choices were made based on the context and purpose of the research. Furthermore, in narrative research the organization of the data also affects further analysis leading to the realisation that a rigid analytical style is inappropriate. Consequently, by drawing on my own challenges and insights I wish to provide an honest account of the 'messiness' of qualitative research. The hope is that this provides some comfort to other researchers who may be feeling overwhelmed by the complexity of the narrative approach.