

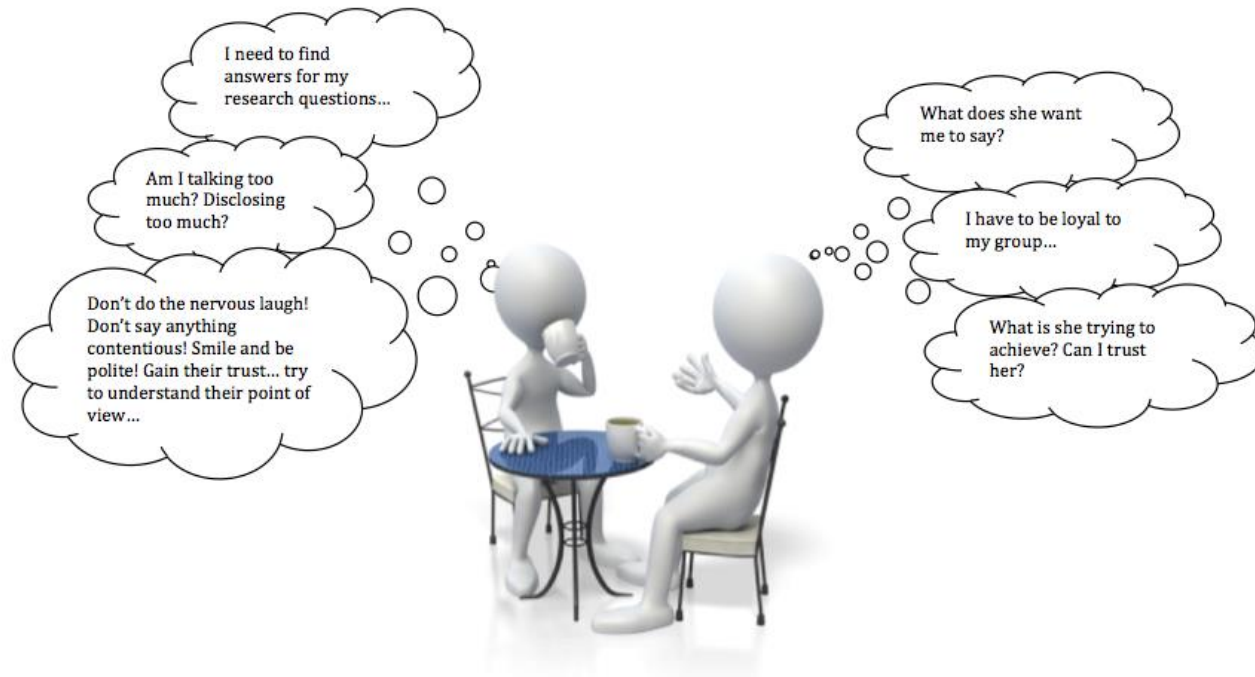


Qualitative Methods

DAY SESSION ONE



Topics	4 th /5 th October	
Thematic Analysis refresher Thematic Analysis process	9.30 – 11.00am	<u>Session 1 (90 minutes): Interview Skills</u> • Discussion: Refresher • Groupwork: For a set topic and research question, groups to construct a one-to-one interview schedule that will collect appropriate data • Pair work: Each student to interview TWO students from different groups (not usual workmates/friends) to interview them using their agreed questions. • Class sharing/feedback • Questions
	11.00 – 11.30am	<u>Break (30 minutes)</u>
	11.30am – 12.30pm	<u>Session 2 (60 minutes): Doing Thematic Analysis</u> • Questions/Discussion: General lecture content • Groupwork tasks and Discussion: Validity and Reliability • Groupwork tasks and Discussion: Ethics in interview and focus groups refresher • Groupwork tasks and Discussion: Subjectivity and Reflexivity
	12.30 – 1.15pm	<u>Lunch (45 minutes)</u>
	1.15 – 2.45pm	<u>Session 3 (90 minutes):</u> <u>Principles of transcribing and analysis</u> • PPT led Discussion: Good and poor examples of transcripts; Good and poor examples of analysis • Literature search/Critical discussion of examples: Students to locate studies using thematic analysis <u>Thematic Analysis practice</u> • Groupwork/Pair work: analysis of a provided transcript: Familiarisation, basic coding, interpreting patterns and themes • Class sharing/feedback/discussion
	2.45 – 3.00pm	<u>Break (15 minutes)</u>
	3.00pm – 4.00pm	<u>Session 4 (60 minutes): Writing and presenting thematic analysis interpretations</u> • PPT-led Discussion: What a good Thematic Analysis findings section/chapter can look like • Discussion: Recap of level 4 writing-up practice • Groupwork/Pair work: Basic writing up analysis practice (analysis from Session 3)



Session 1

INTERVIEW SKILLS

Research Interviews

Systematic approach

- Data collection
- Analysis
- Description

Interpretations

- Meaningful
- Valid
- Reliable

Can encompass other techniques e.g.

- Self-completion questionnaire
- Measurement scale

Not tied to any single approach, theory etc.

Flexible in format and function

Data generated can be interpreted in a number of ways

Direct interaction between researcher and participant

The resulting account is the **co-construction**

The Introduction

- Introduce yourself
- Ensure your interviewee is comfortable
- Appropriate information - Informed consent
- Provide information that does not inappropriately influence the participant's account
- Not good idea to explain the proposition you hope to examine
- Introduce the research topic – not research question
- 'Professional friendliness' – professional distance, not judgemental – but not their therapist

Interview schedule

The form of questions and responses

- Fully-structured interviews – fixed questions, fixed order
- Unstructured interviews – participant-led, so need to allow a certain amount of digression
- **Semi-structured interviews**

A number of topics to cover

- but questions and their order are not fixed
- some of the wording might differ as a result of the responses
e.g. a later question might be brought forward if topic raised by participant

Types of questions to be avoided?

Double-barrelled questions (Do you think whaling and seal-culling should be banned?)

Questions following an introduced assumption (Do you think the cruel practice of seal-culling should be banned?)

Questions using complex or jargon words (Do you consider yourself to be eco-conscious?).
Different definitions of the term?

Types of questions to be avoided?

Leading questions (I suppose you know what eco-conscious means?) Participants might not want to say no, so will be led to say yes

Questions including double negatives (Do you think now that not many people would understand the term eco-conscious?) Could we be certain what a no response meant?

Questions that act as catch-alls (Tell me everything you know about the Green movement and how it has influenced you) You will be unlikely to elicit much and will need a series of planned prompt questions to achieve anything useful

Beginning the interview

Seating – why? e.g. Comfort; Eliciting of maximum information etc....

Refreshments?

Explanation for the interview - How will you introduce your study to your participants?

Ethical issues – How will you reassure them regarding anonymity, confidentiality, right to withdraw etc....

Recording of the interviews

Informed consent

How will you lead in to your first questions?

Conducting the interview

- **Ensure that you are familiar with your questions** – avoid looking like you don't know what your questions are.

If you are familiar with them, you can highlight how interested you are in your topic

- **Ensure that you ask all questions of all participants** – questions can be asked in a different order

But you will want to compare and identify common theme

- **Know what information each question is meant to elicit** – you might need to use further probes

Non-committal encouragements can elicit more information – eye contact, repetition of the answer

Also gentle queries e.g. 'can you elaborate?'; 'I'm a little confused here...'

- **Take notes** – body language and paralanguage might be important

Concluding your interview

Conclude the interview graciously, even if participant not forthcoming/has annoyed you

Do not allow the interviewee any cause to complain about the interview....or you!

Thank the participant - tell them that their responses have been very useful to your study

If asked what the responses and/or scores reveal about them, remain non-committal

- e.g. not authorised to provide further feedback at this stage
- Decide how you'll respond to such questions in advance and use this response consistently across participants – in case they compare their experiences

Plan how you will deal with any distress caused – can't send a participant away in a distressed state

Focus Groups

- The use of focus groups to address **PROCESS** (how, why) as well as **CONTENT** (what) questions
- **Remember!** As with interviews, participant's responses are not always reasoned and rational
 - Are co-constructed during the focus group session – they are a result of the group discussion and interaction
 - Focus groups have the potential to explore answers to 'how' and 'why' questions (process), as well as 'what' questions (content)
- The conventional aim is to capture **CONTENT** in the form of understandings, perspectives, stories, discourses and experiences

Sampling and Recruitment

- Sampling normally reflects those who can provide the most meaningful information on a given topic
- For the purposes of many empirical project studies, the relevant groups will be identified within the student population

Location, setting and length of session

- IQ room (psych labs too small)
- Table – can be small, but will hold juice, paper cups, plates of biscuits – and the audio recorder
- Chairs – a prime consideration for participants is comfort
- Recorder
- Identification cards (e.g. A to H or 1 - 8) for identifying each speaker. Also serves to reassure re. anonymity

Focus group implementation

Key aspects for successful implementation:

- Preparation
- Good people skills

Maximise disclosure by actively engaging all participants in the discussion

Elicit and record as many different utterances as possible

Although you might note and comment on the interaction processes – how people are empowered to direct the flow and direction of the dialogue, you are more interested in the opinions that the participants have

Focus group design and planning

No 'one 'right' way to do focus groups' (Morgan, 2008)

- Group size - suggested to use between 6 and 8 (Albrecht et al, 1993; Wilkinson, 2003)
- Ease of transcription
- Ease of management of group
- Less likely for subgroups to emerge

Facilitator style and skill

Need to make clear to the whole group that confidentiality is expected of all members

The informed consent talk

Encourage respect to allow other members to talk

Emphasise that everyone's opinion is valid and members should not be judgemental of individuals, but that they are allowed to disagree with another's opinion

Guide the proceedings in a subtle and unobtrusive way

- Intervene only to maintain a productive group – to encourage talking if it is slowing down by asking the next question or by presenting the next discussion point

Facilitator style and skill

If two more dominant group members engage in a heated debate at the expense of the others who cannot join in or who are made to feel discomfort – need to take active steps to

- diffuse the situation
- refocus the group
- balance out the discussion process to include all members

Facilitator style and skill

If looking at content, three additional criteria for ensuring 'focus' is maintained:

Specificity – the extent to which detail is sought in people's responses and reactions. It is your task to elicit meanings and differential responses

Range of coverage – your skill in actively facilitating transition from one area of discussion to another

Depth – this is about the personal context of the response or reaction. Eliciting in-depth response involves expanding on superficial descriptions etc. to provide detailed elaboration

Need to listen to the content and flow of the discussion:

e.g. Is it flowing? Are all members taking turns to speak? Are they on topic? Are the responses sufficiently detailed?

Topic guide

Usually only suggestive – leeway to improvise

Should not be set in the form of strict questions which can act to restrict talk

If a hunch is developed regarding underlying themes, then a tentative question might create a climate in which people are encouraged to articulate their feelings

BUT – A general question list will need to be approved for the dissertation

Listening and Questioning skills

Ensure questions require detailed and elaborated responses – not yes or no answers or very brief replies.

- e.g. 'What are your thoughts about....?'

Consistent use of open questions - allow people to respond in their own way - encourages engagement and participation

Transition from one sub-topic to another – use the members' talk, the flow will be better and participation will be maintained

Assess silences – have they finished with a sub-topic/question, or might they be mulling over their contributions?

Don't be tempted to fill all silences, but don't allow too much wasted time

Make notes - body language, paralanguage, anger, sudden quietness and lack of participation, dominance, sarcasm

Pairs Task

Topic: University students and stress

Design an interview schedule for a one-to-one interview – **5 questions**

Each individual to interview one other person (not pair member) using the interview schedule

Record the interview (*with each interviewee's permission*)

Take notes regarding answers, paralinguistic and body language

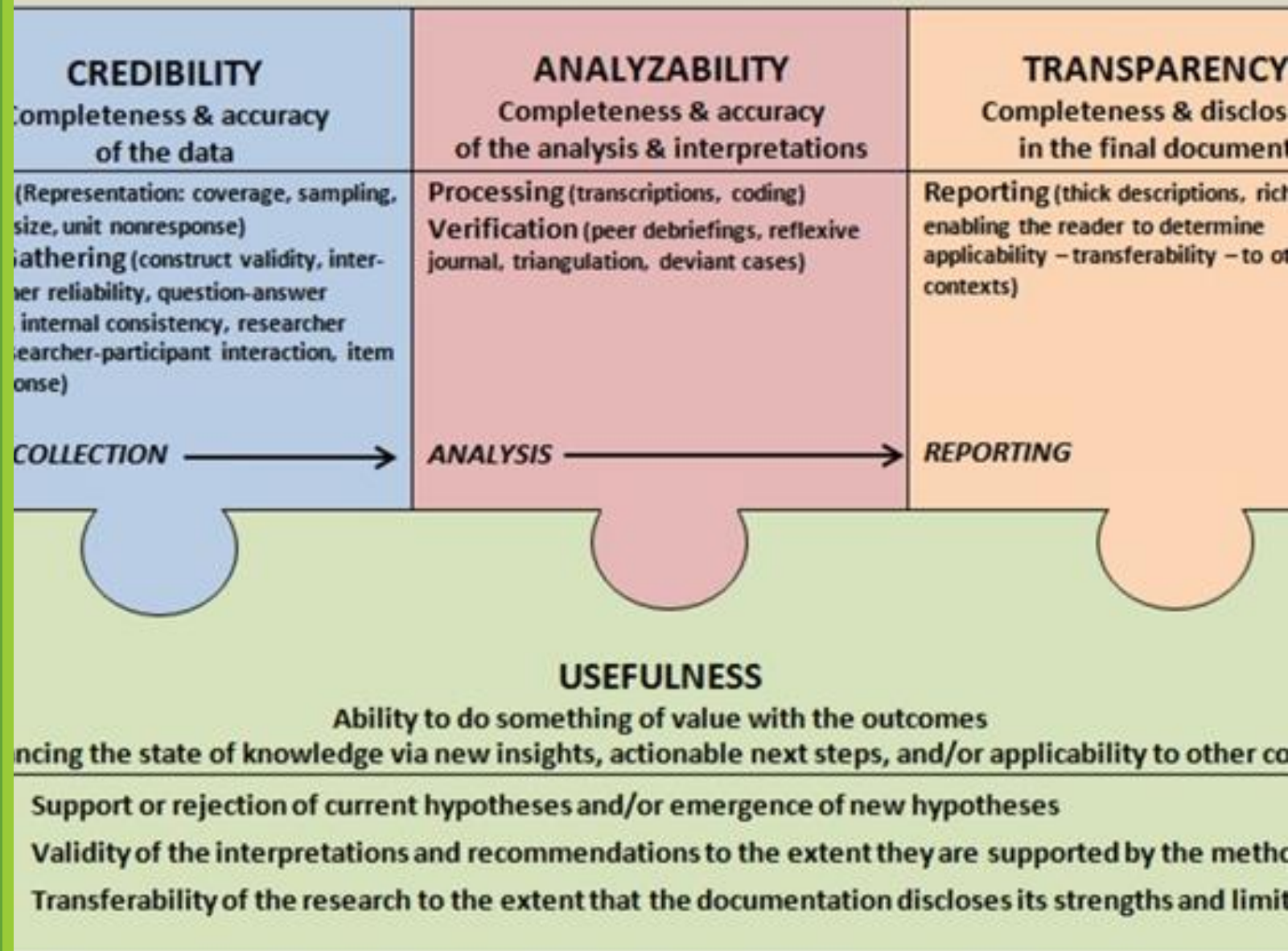
Contribute to the feedback session

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Session 2

DOING THEMATIC ANALYSIS

Total Quality Framework for Qualitative Research



Applied Qualitative Research Design: A Total Quality Framework Approach (Roller & Lavrakas, 2015, Guilford Press, 2015)

Validity and Reliability

What is 'validity'?

What is 'reliability'?

Group work: Validity in qualitative research

- Discuss - Ensuring validity in qualitative research
- Examples?

Group work: Reliability in qualitative research

- Discuss - how reliable is qualitative research?
- How can we justify levels of reliability?

Ethics in interviews and focus groups

Importance of ethical codes and regulations

Group work:

- Ethical issues for designing, conducting and analysing interviews
- Ethical issues for designing, conducting and analysing focus groups

Subjectivity and Reflexivity

Group work:

- Define 'subjectivity' and 'reflexivity'
- Discuss the importance of subjectivity in qualitative research
- Explain the reflexive process in qualitative research

Group task

Locate ONE psychology research paper that has used thematic analysis

Consider:

1. Why is this a valid qualitative study?
2. How reliable is the study?
3. What are the ethical strengths of the study?
4. Are there any ethical concerns?
5. How has/have the author/s considered their own subjectivity?
6. How reflexive is the paper?

PRINCIPLES OF TRANSCRIBING AND ANALYSIS



Transcription

Transcripts are the basis of the analysis

- Transcription of data should take place ASAP after the interview
- The ENTIRE interview must be transcribed

Create wide margin either side

Double-space

- To allow space for notes/initial coding etc

Number the lines e.g. to reference quotes: (Jennifer, F, 49, L17-19) / (P8, F, 49, L17-19)

Read through and familiarise self with transcripts a few times

Good transcript

Wide margin either side

Double-spacing

Numbered lines

Key: Interviewer in bold ; Interviewee (Jennifer) in plain font

	1	Do you have any questions before we begin?	
	2		
	3	Nope not at the moment.	
	4		
	5	Great. I'd also like to just reiterate that anything that you mention today that	
	6	could be traced back to identify you will be replaced with some	
	7	unidentifiable context - so if you do say the names of any members of your	
	8	family or friends I will just replace those with different names when writing	
	9	up this interview. Is that ok?	
	10		
	11	Yep that's fine.	
	12		
	13	So first of all, can you please describe to me what eating healthily means to	
	14	you?	
	15		
	16	Umm – the first thing that comes to my mind when I think of health eating is veg	
	17	[laughs]. And fruit. I mean... that's not all is it – it's about eating a balanced diet	
	18	and getting the correct amount of nutrients and stuff, isn't it? And minerals that	
	19	your body needs to function properly... I think that's what eating healthy mainly	

Poor transcript for psychology

No line numbering

No code/theme columns

Transcript of Interview with Respondent 1

TE: One of the things that we wanted to do as part of our project is to talk to people who have been involved in projects with long term consequences, either as consultants or actually involved in making the decisions. I have a questionnaire in front of me, which we can use as a guideline for that conversation. The first question is: Do you think that, in general, discounting provides a reasonable strategy to deal with future consequences and should be used when making decisions today?

Respondent 1: The issue is: What is the definition of discounting? The answer is "Yes" if discounting means weighting consequences in the future less than you would weight them today. Your question is different from what kind of discount rate to use, which would address the issue of how you discount not whether you discount. I think most positive consequences in the future should be discounted to be worth less now. And negative ones in the future should also be discounted to be worth less now. The latter depends somewhat on what "less" means but I would rather have a bad consequence in the future than today in most cases.

TE: What is the rationale behind that?

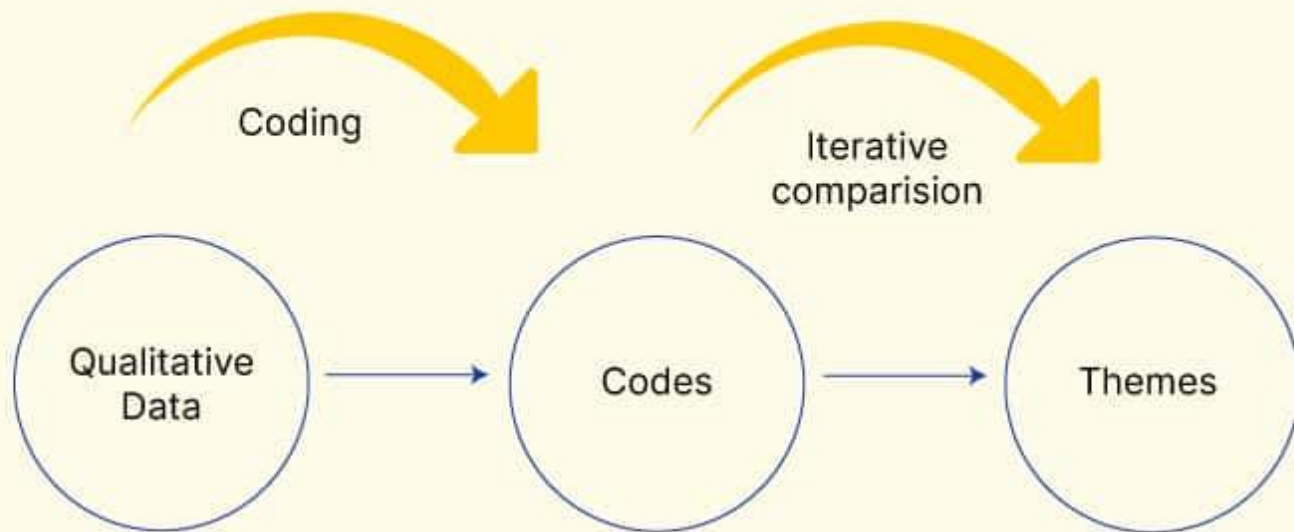
Respondent 1: The essence of the rationale is which of the two consequences I prefer. The description of the consequences includes when they occur. In general, I believe that a

Task: Transcribing practice

Using your recording, transcribe some of the interview using the correct layout/format

You may use a laptop or write it by hand (but must use the required columns)

Thematic analysis



Thematic
Analysis: How
do I do it?

TABLE 1
PHASES OF THEMATIC ANALYSIS
(ADAPTED FROM BRAUN & CLARKE, 2006)

	PHASES	DESCRIPTION OF ANALYSIS PROCESS
1	Familiarising myself with data	i) Narrative preparation, i.e. transcribing data ii) (Re-)reading the data and noting down initial ideas
2	Generating initial codes	i) Coding interesting features of the data in a systematic fashion across entire data set ii) Collating data relevant to each code
3	Searching for themes	i) Collating codes into potential themes ii) Gathering all data relevant to each potential theme
4	Reviewing themes	i) Checking if themes work in relation to the coded extracts ii) Checking if themes work in relation to the entire data set iii) Reviewing data to search for additional themes iv) Generating a thematic "map" of the analysis
5	Defining and naming themes	i) On-going analysis to refine the specifics of each theme and the overall story the analysis tells ii) Generating clear definitions and names for each theme
6	Producing the report	i) Selection of vivid, compelling extract examples ii) Final analysis of selected extracts iii) Relating the analysis back to the research question, objectives and previous literature reviewed

Conducting the analysis

Stages of Thematic Analysis (Stacey Coleman): 15-minute video

<https://uwtsd.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=2bb7de26-5a43-4a62-bcc8-aba300ec3c94>

Pair work:

Using the provided example transcript (Stress and Healthy Eating), begin a thematic analysis.

- Familiarise yourself - general context and 'feel' of the interview
- Begin identifying 'codes' (right column)
- Where/when appropriate identify potential themes (left column)

ORIGINAL PAPER



What Sexual and Gender Minority People Want Researchers to Know About Sexual Orientation and Gender Identity Questions: A Qualitative Study

Leslie W. Suen^{1,2} · Mitchell R. Lunn^{1,3} · Katie Katuzny^{1,4} · Sacha Finn⁵ · Laura Duncan⁵ · Jae Sevelius^{1,6} · Annesa Flentje^{1,7} · Matthew R. Capriotti⁸ · Micah E. Lubensky^{1,7} · Carolyn Hunt^{1,5} · Shannon Weber⁹ · Kirsten Bibbins-Domingo¹⁰ · Juno Obedin-Maliver^{1,11} 

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Abstract

Sexual and gender minority (SGM) people—including members of the lesbian, gay, bisexual, transgender, and queer communities—are understudied and underrepresented in research. Current sexual orientation and gender identity (SOGI) questions do not sufficiently engage SGM people, and there is a critical gap in understanding how SOGI questions reduce inclusion and accurate empirical representation. We conducted a qualitative study to answer the question, “For SGM people, what are the major limitations with current SOGI questions?” Focus groups probed reactions to SOGI questions adapted from prior national surveys and clinical best practice guidelines. Questions were refined and presented in semi-structured cognitive interviews. Template analysis using a priori themes guided analysis. There were 74 participants: 55 in nine focus groups and 19 in cognitive interviews. Participants were diverse: 51.3% identified as gender minorities, 87.8% as sexual minorities, 8.1% as Hispanic/Latinx, 13.5% as Black or African-American, and 43.2% as Non-white. Two major themes emerged: (1) SOGI questions did not allow for identity fluidity and complexity, reducing inclusion and representation, and (2) SOGI question stems and answer choices were often not clear as to which SOGI dimension was being assessed. To our knowledge, this represents the largest body of qualitative data studying SGM perspectives when responding to SOGI questions. We present recommendations for future development and use of SOGI measures. Attention to these topics may improve meaningful participation of SGM people in research and implementation of such research within and for SGM communities.

Keywords Sexual and gender minorities · Sexual orientation · Gender identity · Qualitative research · Health surveys

Session 4

WRITING THE RESULTS SECTION /
FINDINGS SECTION

Good presentation

Chapter 3 - Results

Each structured interview was conducted whilst following the interview schedule. This schedule was used as a tool to ensure that the researcher was able to obtain as much qualitative, in depth data as conceivable, in order to answer the research questions as thoroughly as possible.

The content of the interviews contributed to the development of some very clear themes. These included seven superordinate themes, each containing a number of sub-ordinate themes. A simplified version of the superordinate and subordinate themes are displayed in the table below.

Superordinate Themes		Subordinate Themes	
1	'I don't wanna sound racist, but...' (P3, L93 Bethany)	1.1	'They' commit the fraud
		1.2	Deservingness
2	Me Versus You	2.1	If they get it, why don't I?
		2.2	Divide and Conquer
3	Right or Left, Top or Bottom?	3.1	Political Beliefs
		3.2	Belonging to a class
4	Where is my money going?	4.1	Confusion
		4.2	Equality for all
		4.3	I don't know what, but something needs to change
		4.4	Greed
5	The Deserving Disabled and Entitled Elderly	5.1	We'll all get there one day
6	The benefit 'bracket'	6.1	Fact or Fiction
		6.2	Reinforcing stereotypes
7	The Universal Struggle	7.1	Blaming Universal Credit
		7.2	Generalisation and Assumptions

Table 1: All Themes

Superordinate Theme 1: 'I don't wanna sound racist, but...' (P3, L93 Bethany)

It was apparent that participants attempted to avoid displaying racist attitudes and beliefs throughout the interviews and when doing so, tended to use the media as a shield when expressing opinions towards different groups of benefit claimants.

Subordinate Theme 1.1: 'They' commit the fraud

It was an interesting finding uncovering that seven of the fourteen participants claimed that the majority of benefit fraud was committed by asylum seekers that have entered the country, and how this group of benefit claimants receive more financial support than they are entitled to. This occurred even though there was no statistical evidence for this being the case, participants felt there were enough grounds to base their assumption on from the limited newspaper articles and this even allowed them to provide their true beliefs regarding this group in society. The news items were prompts which provided participants with the ability to bring existing attitudes to the interview.

'Like you can tell the difference there, just seeing like the benefit frauds, there's like way more money put into Asylum seekers.' (P3, L95-96 Daniel)

Daniel was using the comparison between two newspaper articles telling the narrative of two different fraudulent individuals who claimed more financial gain than they were eligible for, one being a British mother, and the other, an asylum seeker. From these two similar cases of benefit fraud, Daniel felt confident enough to make the claim that this media provides a clear demonstration of how asylum seekers are supported with more financial aid than other groups of benefit claimants, whilst almost disregarding the fraud committed in the alternative article, by a British mother. This provides a response to one of the research questions, regarding the level of agreeance participants have with the media's portrayal of groups of benefit claimants and the stigmas attached to these groups.

Sophie also felt that the most accurate representation of benefit claimants came from the article portraying an asylum seeker who conducted a large amount of benefit fraud. Again,

Subordinate Theme 1.2: Deservingness

This sub theme derived from comments made with regard to what seemed like a consensus amongst the majority of participants, that asylum seekers deserve to receive fewer financial benefits than currently provided, in comparison to other groups of benefit claimants. This adds to the understanding of the research question of whether certain groups of benefit claimants, are portrayed and perceived as more deserving than other groups.

'Maybe like asylum seekers, I don't wanna sound racist but maybe come into the country and get loads of help and then people that already live here get kind of neglected.' (P3, L93-94 Bethany)

This suggests the beliefs that not only do asylum seekers receive the most financial help through the use of the benefit system, but also that this then has negative impacts on the other groups in society who are believed to be deserving of more support. It was a common theme for participants to make the assumption that within the benefit system, asylum seekers are the

'group' that receive the majority of the financial support and this is done at the expense of the other, more deserving groups who are claiming benefits, as demonstrated by Ben.

'Asylum seekers and people from different countries just come over here and get a lot of money just given to them. Whereas then yeah, the people that are genuinely struggling then are left to struggle, and not given the help they need.' (P2, L66-69 Ben)

This is an intriguing element to the interview regarding deservingness and 'us and them', as this highlights the perceptions held towards individuals and groups outside of his own, and

Superordinate Theme 2: Me versus You

This theme was one of extreme prominence whereby participants commonly identified, either themselves or a close relation, as an individual who fell within a specific group within society. This positioning of financial deservingness was then defended, and all groups perceived to be different to one's own group, quickly became less of a consideration or importance.

Subordinate Theme 2.1: If they get it, why don't I?

'An illegal immigrant coming over here in a study done in 2016 can get up as £22,000 a year in benefits, as opposed to my nan who doesn't even get half of that.' (P4, L135-37 Paul)

Paul gave a highly emotive interview in which he regarded his grandmother as an individual who is more deserving of claiming more benefits than almost all other groups within society. He too uses asylum seekers as an example of a group that should be receiving less financial aid.

This highlights the importance to Paul of the positioning of one's self within these groups, as his grandmother was viewed as someone in one group as an individual, meaning she is almost in financial competition with alternative groups such as immigrants in this case. It was interesting however to observe that although holding one's own in-group as most deserving, and being eager to state the changes that they would make to the benefit system, almost all participants claimed that the benefit system was still essential.

'Yeah it is essential to be there to help people, I just think there could be more to be done to help.' (P3, L71-72 Rachel)

Not so good presentation

Thematic analysis of the data suggested a number of superordinate and subordinate themes. There were five superordinate themes and within these themes there were a range of related subordinate themes ranging from three to six for each superordinate theme. These superordinate themes were a result of the data provided by the participants during the qualitative discussion.

Table 1: Themes

Superordinate Theme	Subordinate themes
1. Work and life balance.	1.1. Parent, work and other commitments. 1.2. University not accommodating enough 1.3. preparedness for starting university – all ages. 1.4. Technology. 1.5. University culture aimed at younger students. 1.6. University priorities.
2. Time.	2.1. Perceptions of time & management. 2.2. Conflicting demands on time (work/home/kids) 2.3. University demands on time (deadlines, workload, extra reading, expectations, lecture demands).
3. Students experiences of pressure.	3.1. university structure (Assignments, workload, deadline dates). 3.2. expectations of university & others. 3.3. settling into university
4. Experiences of stress.	4.1. Levels of stress 4.2. Stress management (positive & negative effect). 4.3. Accessing support.
5. Experiences of Support.	5.1. time to get support 5.2. not efficient (Location, not accessible, limited sessions, not accommodating, no knowledge) 5.3. Tutor support 5.4. Peer and family support

4. Experiences of stress.	4.1. Levels of stress 4.2. Stress management (positive & negative effect). 4.3. Accessing support.
5. Experiences of Support.	5.1. time to get support 5.2. not efficient (Location, not accessible, limited sessions, not accommodating, no knowledge) 5.3. Tutor support 5.4. Peer and family support

The superordinate theme 1. 'work and life balance'.

Work and life balance were identified within the data as a main theme as participants spoke a lot about their struggle of trying to balance university and other responsibilities outside of

university. Along with this came a variety of subordinate themes including; parent, work and other commitments, university not accommodating enough, preparedness for starting university (all ages), technology, university culture aimed at younger students and university priorities.

Subordinate themes;

1.1 parent, work and other commitments

Participants discussed how they had other responsibilities apart from university, such as being a parent, working and other life commitments. It was said that this is not understood in

Subordinate themes;

1.1 parent, work and other commitments

Participants discussed how they had other responsibilities apart from university, such as being a parent, working and other life commitments. It was said that this is not understood in university. Participant 5 commented on the struggle of balancing home and university life *'the normal home and uni life I have really struggled with'* (P7 L. 163). Participant 6 spoke about the responsibility of being a mother and working *'the demands of mothers...you got to remember we work and have children, I feel like it's still really constraint to eighteen plus, especially on our course you know that were older than eighteen so I feel like university life is still very much centred around eighteen year olds'* (P1, L. 6-8). Participant 1 spoke about their responsibility of taking children to school so not always being able to be on time to an early lecture *'it can be very difficult especially if you got a nine o' clock lecture and you're not here at nine then they say you can't come in'... a large majority of the class have got very early starts with family and everything and you've got to get to school'* (P1, L. 11-12 & 14-15). Whilst discussing this topic participant 5 further agreed and said university is understanding with disabilities but not understanding with being a parent *'I agree being a mature student... I've got a disability and they are really great with that...they accept anything with a disability but not on the parent... it is okay I'm not here because of my disability but not on the parent. The other thing I find is the amount of work they put on... obviously, it needs to be done but they don't seem to realise there is a life for us outside of university...some of us are working as well as bringing up children and trying to do course'*

speaking about their experience *'I understand the amount of essays but how its structured, I don't want to insult but they haven't put that much thought into it... if I'm rushing I'm getting my assignments done but I know that the dedication I put into that I could of done way more if it was structured better'* (P5, L.114-118). Participant 5 also spoke about the closeness of deadlines *'deadlines are very close'* (P6, L. 123). Participant 3 *'structure wise I think they need to spread it out rather than just one month of stress'* (P7, L. 143-144). Whilst discussing structure, structure of the way lectures and seminars are set out were spoken about, it seemed they were rushed. participant 4 *'within lecture they say if you have questions to ask but I feel like I don't want to ask questions because they make it obvious they want to finish their slides...I shouldn't ask a question cause it's going to take up your time... its quite rushed'* (P9, L.202-204). Participant 2 continued *'I think it comes down to structure again...they set lectures for them to speak and seminars for you to speak...the way they have set it for some modules, you get a lecture one week but you don't get the seminar for that lecture until the following week which is pointless because you have forgotten what you have been told...It would make more sense to discuss something as soon as you finished it'* (P9, L. 207-2012). Further into the discussion the enjoyment of the course was spoken about apart from the structure of it *'I enjoy everything, I really like the topics and reading about them, but I think its just the structure of the course'* (P15, L.348-349), this showing the course would be more enjoyable if the structure was better. It was then said that the main things affecting students' experiences were the workload and structure, participant 4 *'the amount and structure are the main thing'* (P15, L.353). further, Participant 4 commented on how the structure is becoming

Writing up the results section

Individual/pair work:

Using your thematic analysis, start to set out your findings for a results/findings section

