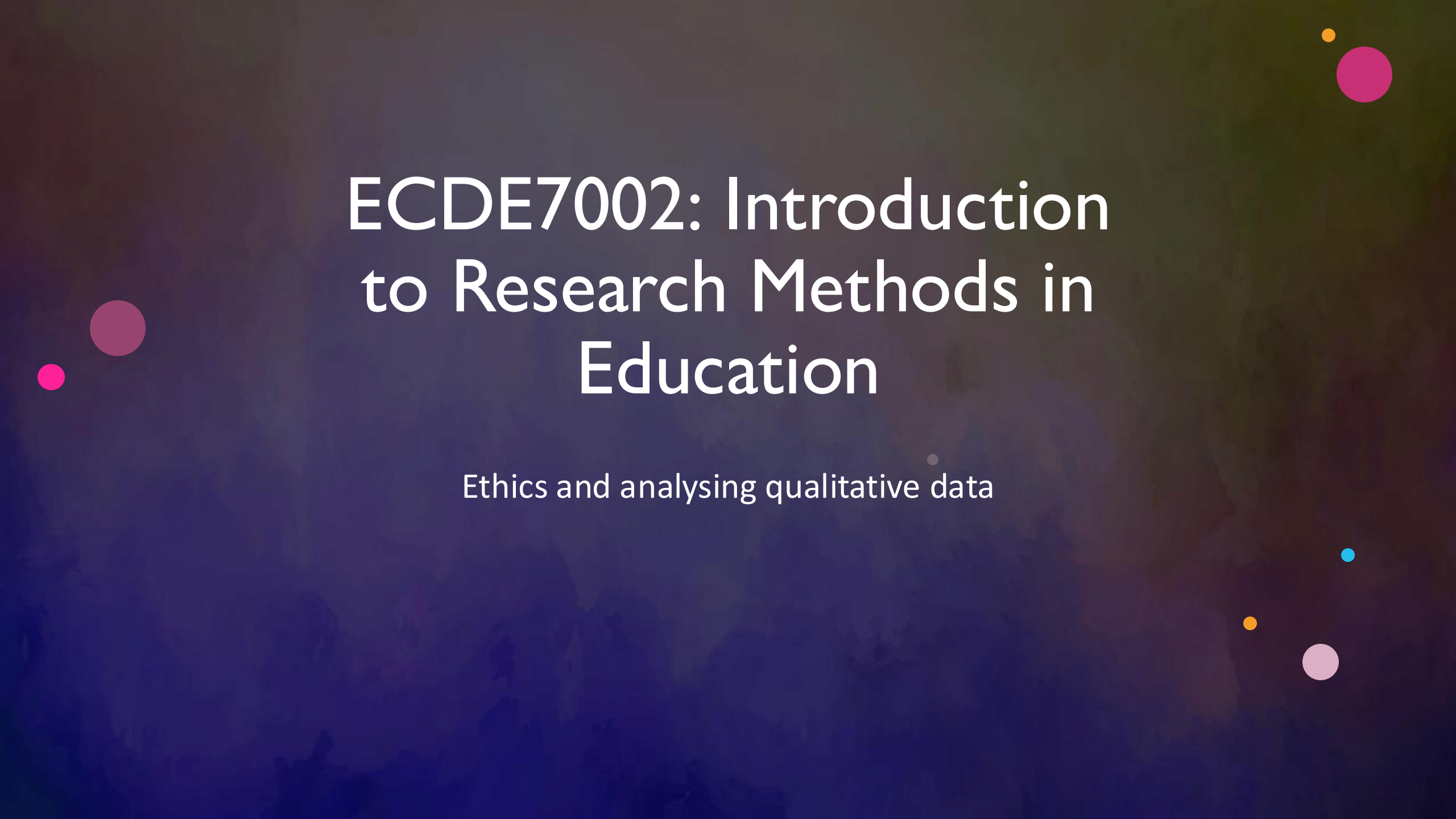




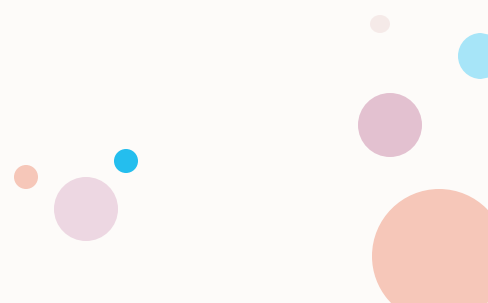
ECDE7002: Introduction to Research Methods in Education

Ethics and analysing qualitative data



Focus for today

- To explore the ethical implications of educational research
- To apply ethical considerations to own research project
- To explore and evaluate ways to analyse qualitative data



Recap

- Where are you now in your research design journey?
- What are you feeling confident about?
- What are you unsure about?





Ethical issues in educational research

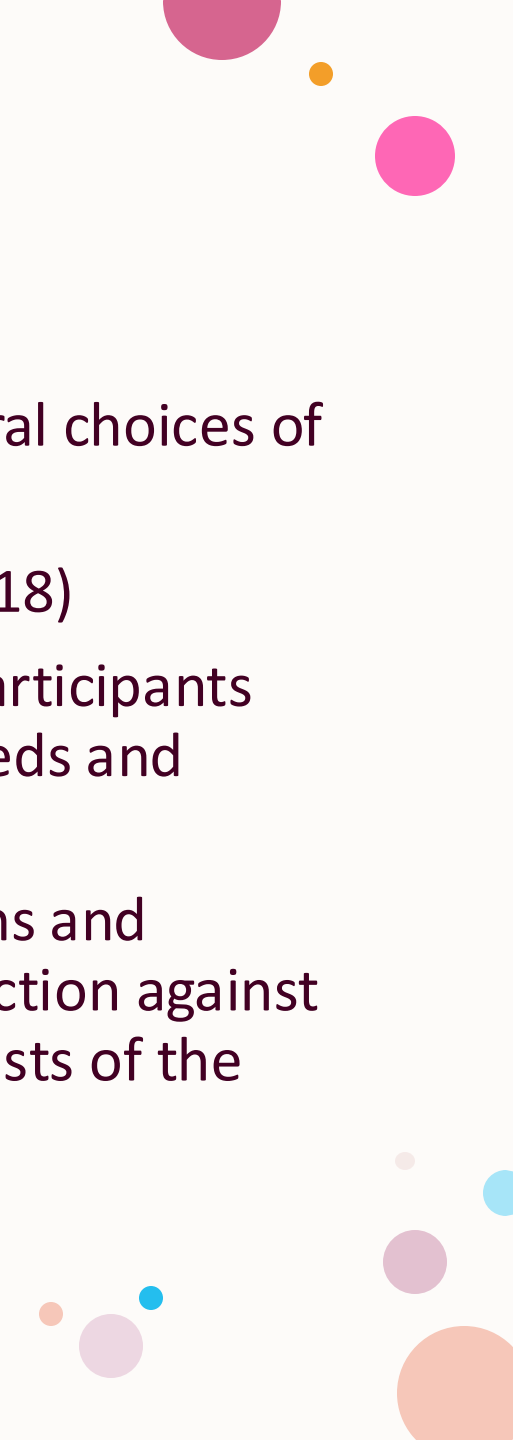
Reflection

What do we mean by ethical behaviour?





Ethics

- Ethics are sets of moral principles or norms that are used to guide moral choices of behaviour and relationships with others. (Gray, 2018)
 - Enquiries into the lives of others is always an ethics exercise (Agee, 2018)
 - Principles of research ethics require that researchers avoid harming participants involved in the process by respecting and taking into account their needs and interests. (Flick, 2018)
 - When applied to research, ethical principles encompass some decisions and dilemmas that do not just pit right and wrong, but balance one right action against another right action, taking into account the possibly conflicting interests of the parties involved. (Thomas, 2017)
- 

Links to the assessment

Assessment Component 2 – 45%
Written Assignment: (3500 words).

Exemplar: Outline your preferred approach (qualitative/quantitative/mixed methods) to this enquiry by focusing on ONE of your research questions. Plan an appropriate data collection process and associated analysis of the data, reflecting on its strengths and limitations. **Critically reflect upon the ethical issues surrounding the research process.**

Links to the assessment

Assessment Component 3 – 10%

Consider the ethical implications of your identified research question (800 words or equivalent).

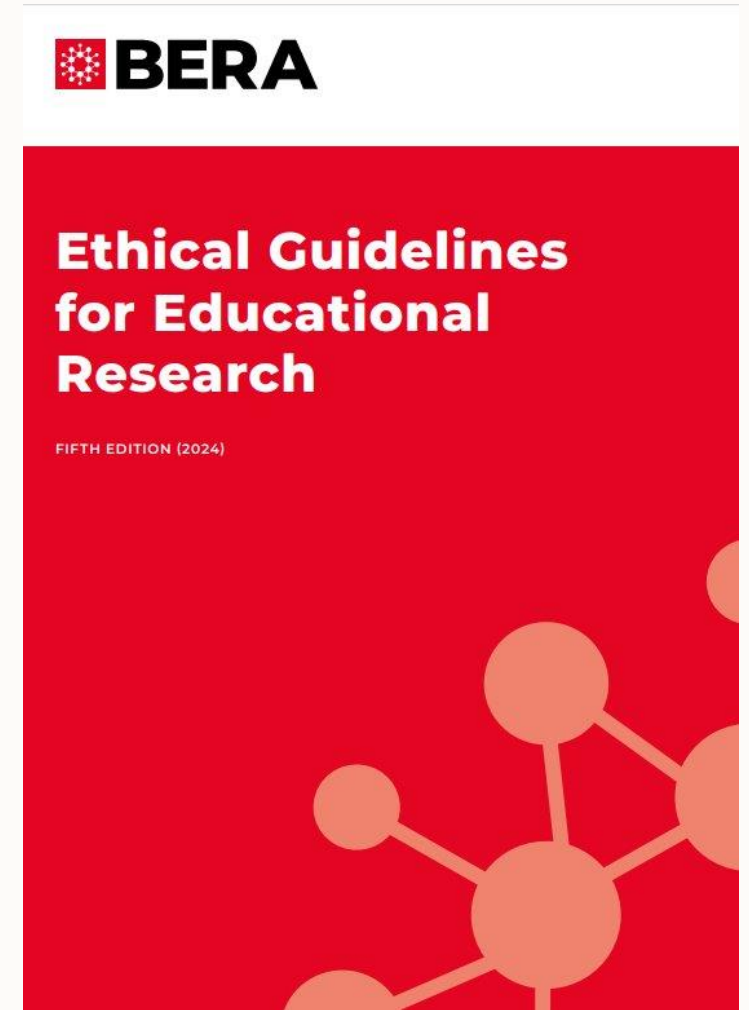
Exemplar: Using the UWTSD Ethics form, outline the responses you would provide to address the research question in component 2.

You will need to complete and upload the following sections:

- H – Anticipated risks
- I – Feedback, consent and confidentiality
- J – Data protection and storage

BERA Ethical Guidelines for Educational Research

[Ethical Guidelines for Educational Research, fifth edition \(2024\) | BERA](#)



Consent and Assent



WHO NEEDS TO GIVE
CONSENT?



HOW WILL YOU ASK
FOR IT?



THE RIGHT TO
WITHDRAW



Consent versus assent

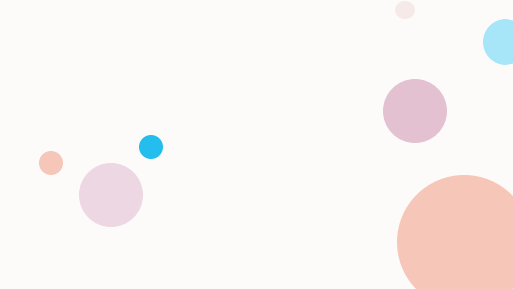
Consent:

The voluntary, informed, and legally binding agreement given by a person who has the capacity and competence to make a decision.

Assent:

A form of agreement, but it is not a legally binding or fully informed consent. It is used when individuals lack the legal capacity to provide informed consent, e.g. those under 18 or those with cognitive impairments.

Assent involves seeking the individual's agreement in a manner appropriate to their age and cognitive level.



Voluntary informed consent (BERA 2024)

- *It is normally expected that participants' voluntary informed consent to be involved in a study will be obtained at the start of the study, and that researchers will remain sensitive and open to the possibility that participants may wish, for any reason and at any time, to withdraw their consent. The Association takes voluntary informed and ongoing consent to be the condition by which participants understand and agree to their participation, and the terms and practicalities of it, without any duress. It should be made clear to participants that they can withdraw at any point without needing to provide an explanation*
- *Researchers should be alert to non-verbal signs that individuals who previously consented to participate may no longer wish to. In such circumstances, renewed consent should be sought.'*

Right to withdraw

- *'Researchers should recognise the right of all participants to withdraw from the research for any or no reason, and participants should be informed of this right and how to exercise it.'* (BERA 2024)
- How do we ensure our participants are aware of this?
- How will you ensure that the participant has the right to withdraw from the research **after data collection**?
- Can they withdraw at **any** point?

Privacy and data storage



What is the difference between confidentiality and anonymity in research?

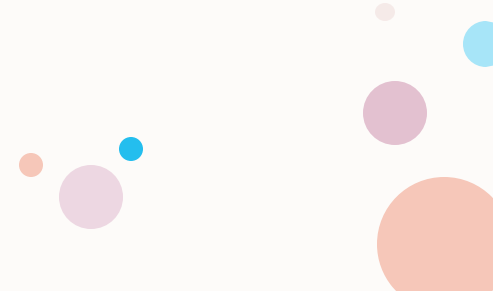


How can you anonymise data within research?



Harm arising from participation in research

- Question: What do we mean by 'harm' in research?
 - How might that occur?
 - Who might it affect?
- How can we mitigate for this within our research study?



Responsibility for researcher's wellbeing

- *'Safeguarding the physical and psychological wellbeing of researchers is part of the ethical responsibility of employers and sponsors, as well as of researchers themselves. In general, there should be an ethics of care for researchers, including self-care. Safety can be a particular concern in certain circumstances, for example when fieldwork is undertaken in situations that are potentially risky. Researchers should be aware of the legal responsibilities as well as the moral duty of institutions towards the safety of staff and students.'* (BERA 2024)

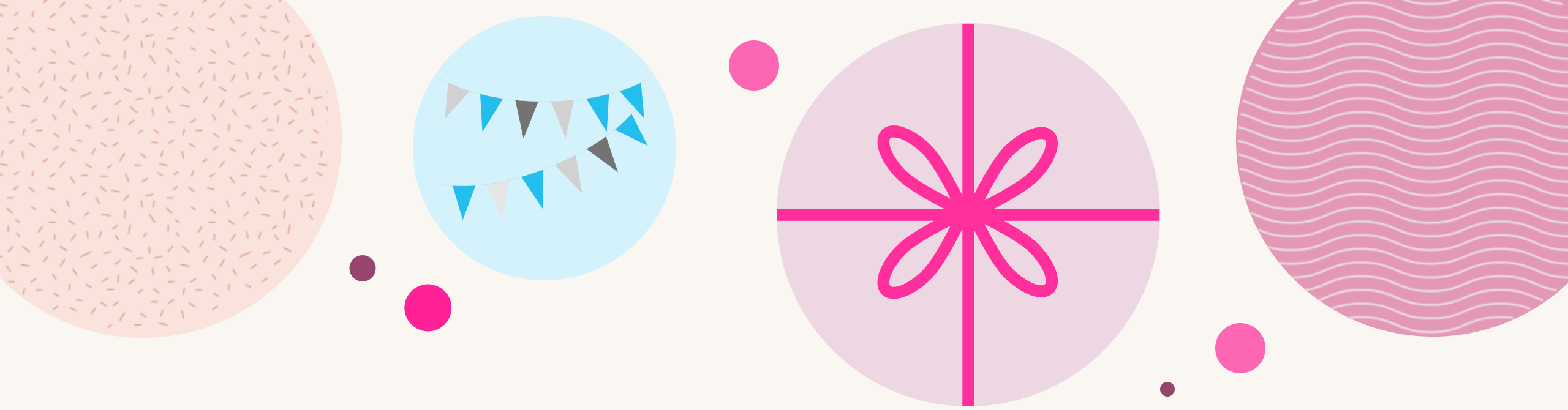
Student presentations

- You each now have 5 mins to present to your peers the ethical considerations that you have identified as relevant to your own research project.



The background features several large, overlapping circles with different patterns and colors. A large pink circle with a dense pattern of small blue dashes is in the top left. A light blue circle with a blue cross and a stylized flower-like shape is in the top center. A pink circle with white wavy lines is in the top right. A yellow circle with blue and white triangular bunting is in the bottom left. There are also several small solid circles in pink, purple, and blue scattered around the larger shapes.

Data analysis in qualitative research

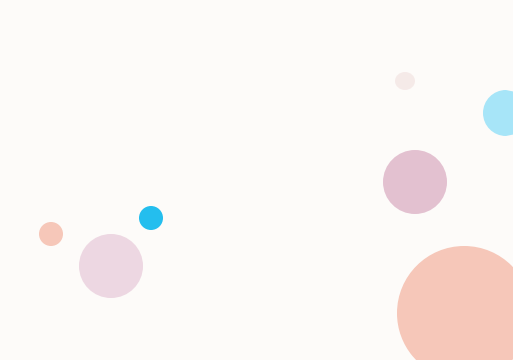


What is data analysis in qualitative research?

- Data analysis in qualitative research involves examining and interpreting non-numerical data to identify patterns, themes, and insights.



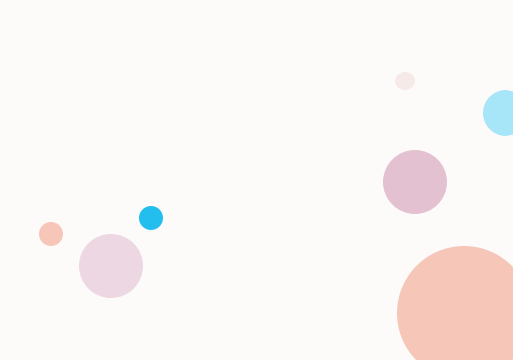
Why do I need to choose a data analysis method?

- Choosing a method of data analysis is essential for ensuring that your research is conducted rigorously, ethically, and in a way that best addresses your research questions and objectives.
 - The chosen method shapes the way you collect, interpret, and draw conclusions from your data, ultimately influencing the validity and reliability of your research findings.
- 



How will I know which data analysis method to use?

Determined by:

- the nature of your **research question**
 - the **approach** and **paradigm** within which your research operates
 - the **methods** used
 - the type of data gathered
- 

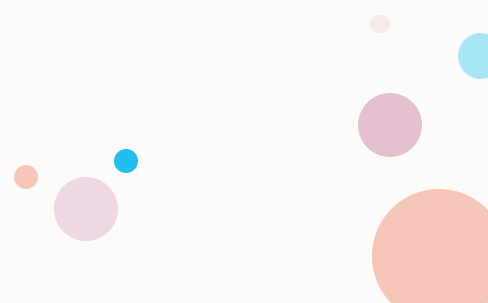
What are the options available?

- **Content analysis:** used to identify the patterns that emerge from text by grouping content into words, concepts and themes
- **Narrative analysis:** focuses on the stories people tell and the language they use to make sense of them.
- **Discourse analysis:** used to get a thorough understanding of the political, cultural and power dynamics that exist in specific situations.
- **Thematic analysis:** used to deduce the meaning behind the words that people use. This is accomplished by discovering repeating themes in text.
- **Grounded theory:** formulates a theory around a single data case based on actual data and not entirely speculative. Then, additional cases can be examined to see if they are relevant and can add to the original theory.
- **Interpretative phenomenological analysis (IPA)**



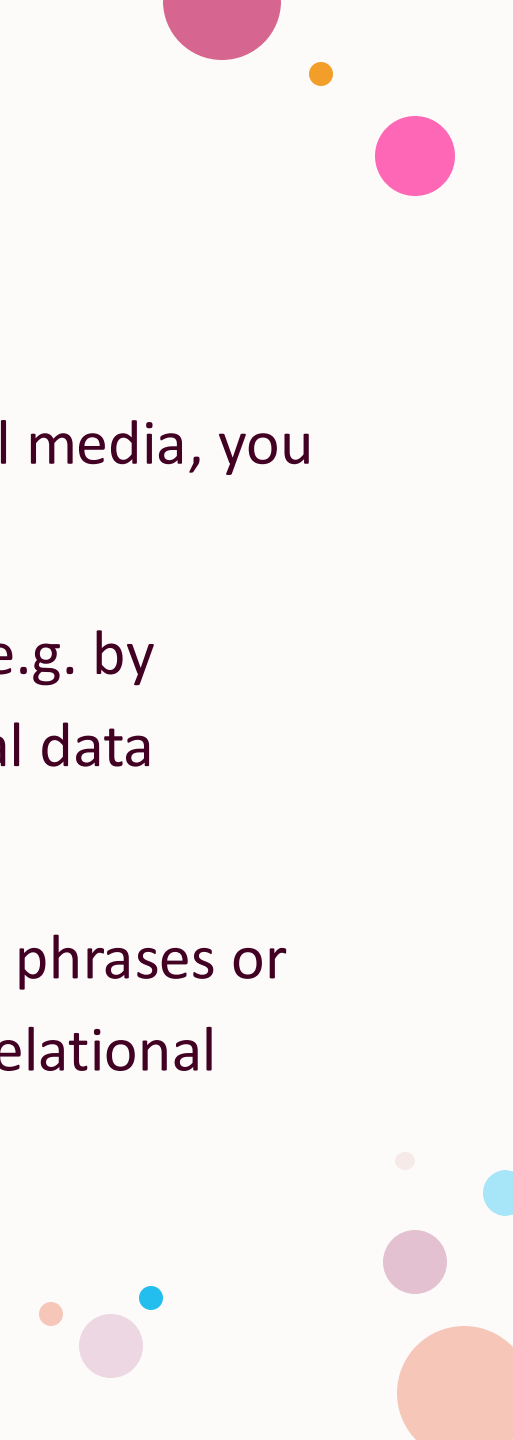
Method #1: Content Analysis (or Qualitative Content Analysis)

- Used to **evaluate patterns** within a piece of content (for example, words, phrases or images) or across multiple pieces of content or sources of communication.



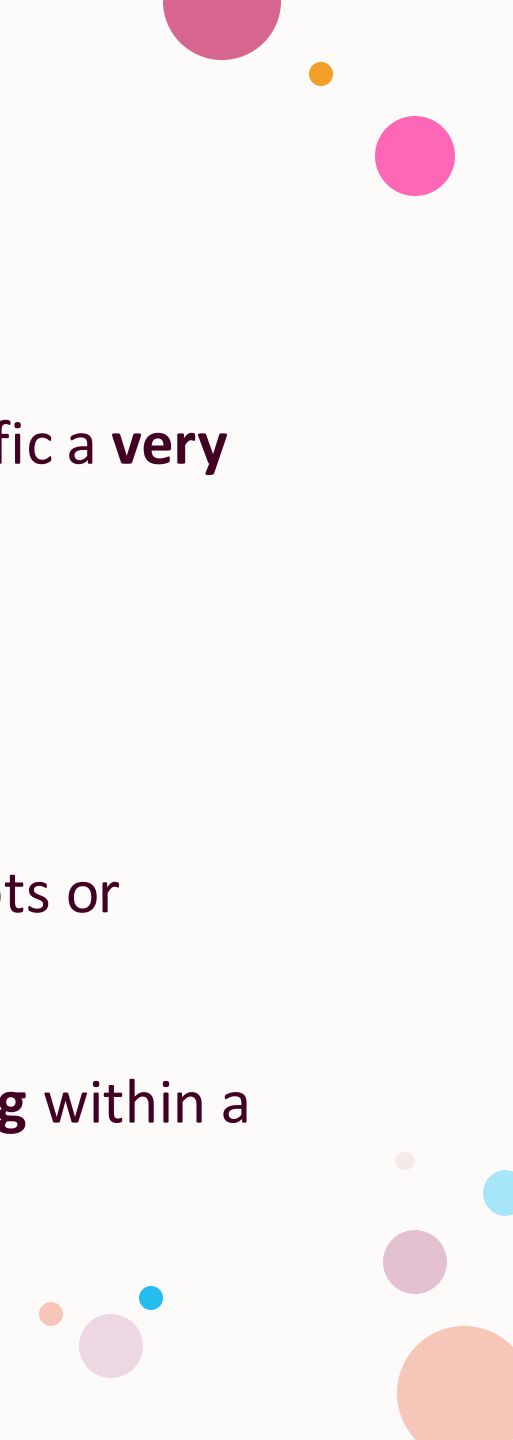


Examples

- Using a collection of newspaper articles, political speeches or on social media, you could:
 - identify the **frequency** with which an idea is shared or spoken about; e.g. by counting howmany times Donald Trump is mentioned on X (conceptual data analysis)
 - identify **patterns** of deeper underlying interpretations; e.g. identifying phrases or words intourist pamphlets that highlight India as an ancient country (relational content analysis –the relationship between the words).
- 



Content analysis

- It is important to go into your analysis with a very specific a very specific a **very specific question** and goal.
 - Group large amounts of text into 'codes'
 - Summarise these into categories
 - Possibly tabulate the data to calculate the frequency of certain concepts or variables.
 - (Because of this, content analysis provides a little **quantitative thinking** within a qualitative method.)
- 

When is this method most helpful?

- Topics focused on:
 - Changes
 - Patterns
- In communication around social, economic, or political issues
 - e.g. changes in a specific government policy.

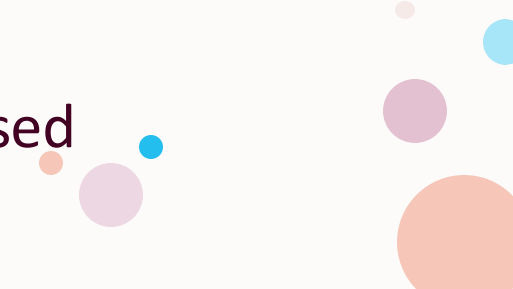


Content analysis

Strengths

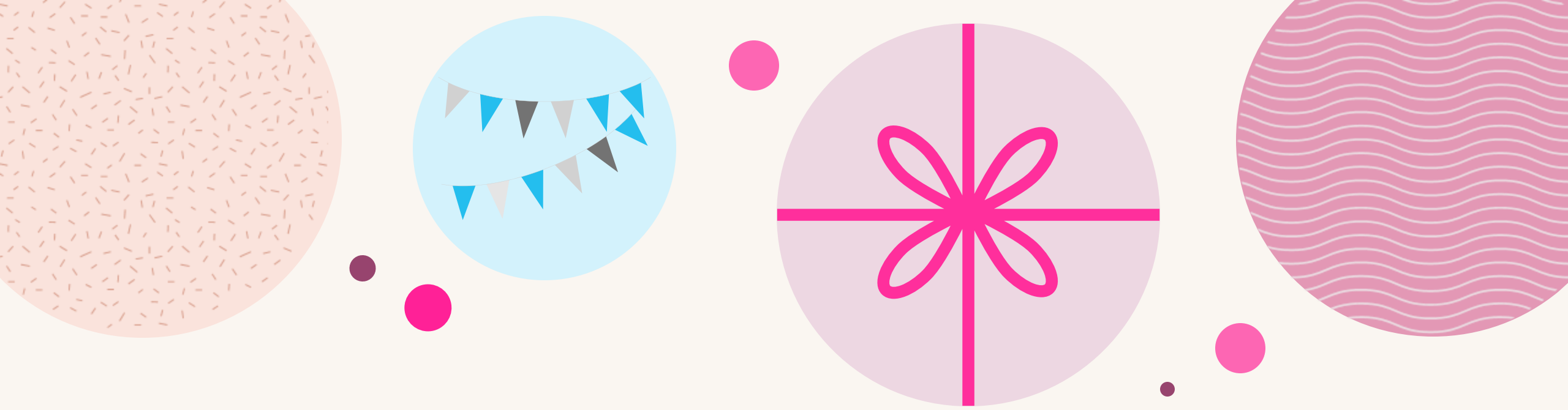
- **Flexible** – can use a wide range of data sources
- **Unobtrusive** - can analyse existing data

Limitations

- **Time-consuming** - requires lots of reading and re-reading of the text.
 - Tends to concentrate on a **very specific timeline** and doesn't take into account what happened before or after that timeline.
 - **Reliability** – subjective
 - Cannot usually be generalised
- 

Method #2 Narrative Analysis

- Focused on interpreting individual human experiences and motivations
- About listening to people **telling stories** (narratives) and analysing what that **means**.
- Gain insights into the ways that people deal with and make sense of reality by analysing their stories and the ways that they tell them.



Two approaches

- **Inductive approach** – text speaks for itself (without the influence of preconceived notions)
- **Deductive approach** – testing data against an existing theory (looking for evidence in the data to support or refute them)

Examples

- Exploring whether **how** something is being said is important.
 - e.g.
 - the narrative of a prisoner trying to justify their crime could provide insight into their **view of the world** and the justice system.
 - analysing the ways entrepreneurs talk about the struggles in their careers could provide powerful insights into their **mindsets and perspectives**.
- It is about paying attention to the stories that people tell – and more importantly, the **way** that they tell them.

When is this method most helpful?

When you want to understand topics that focus on:

- social
- personal
- cultural or
- ideological
- events or phenomena and how they are understood at an individual level.
 - e.g. investigating the stories of people within the same situation.

Narrative Analysis

Strengths

- Flexible - can be used on primary and secondary data
- Generates a rich insight of the participant's experience – reveals details that might be missed in other methods
- Can be used in a range of topics

Limitations

- Sample sizes are generally quite small due to the time-consuming process of capturing narratives
- Researcher bias can have a strong influence on the results here, so you need to be particularly careful about the potential biases you can bring into your analysis

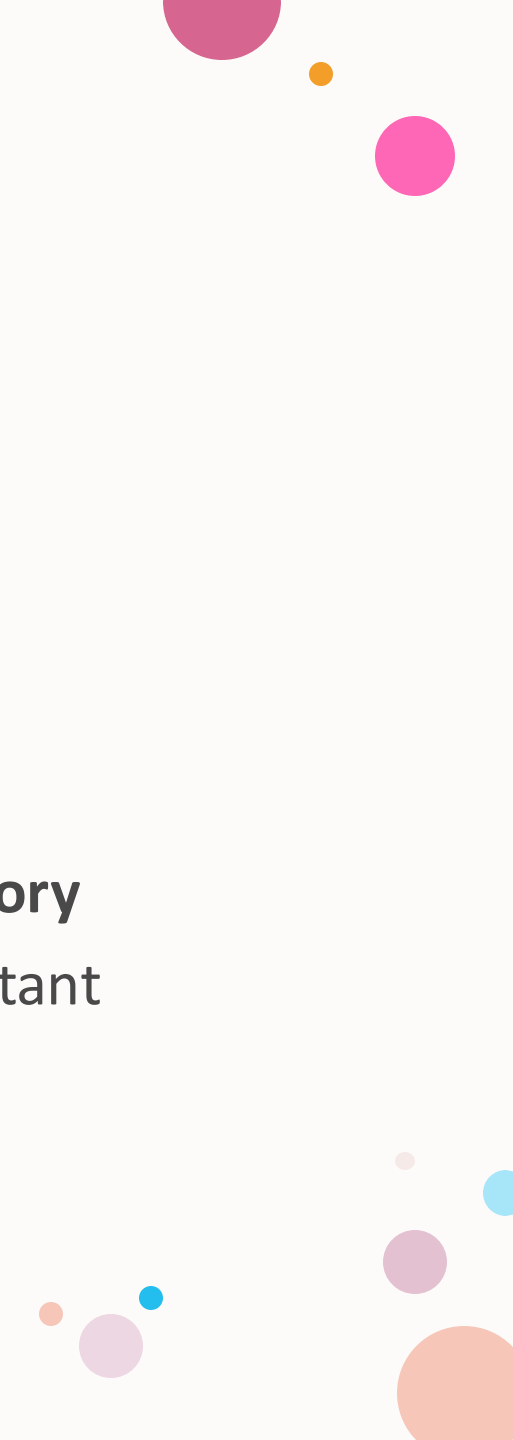
Method #3 Discourse Analysis

- About **analysing language** within its **social** context
 - i.e. analysing language – such as a conversation, a speech, etc – within the **culture** and **society** it takes place

Discourse = a fancy word
for written or
spoken **language** or **debate**

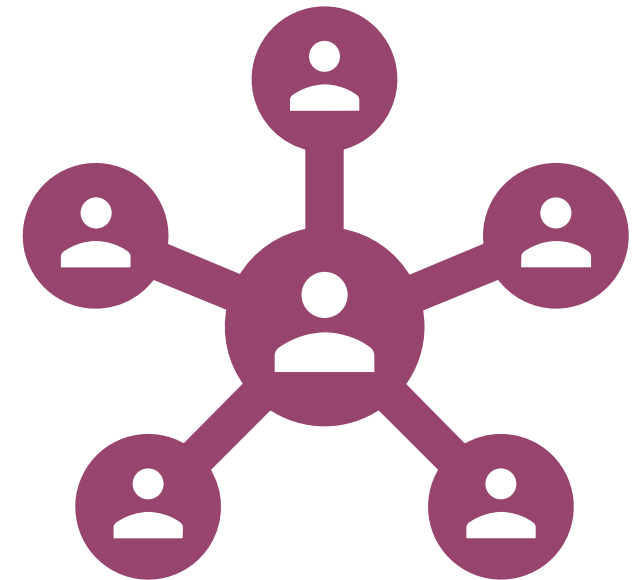


Example

- e.g. you could analyse:
 - how a lecturer speaks to the Vice Chancellor
 - how politicians speak about terrorism
 - To truly understand these conversations or speeches, the **culture**, **history** or **power** dynamics of those involved in the communication are important factors to consider.
- 

When is this method most helpful?

When you want to understand how social groups communicate or the relationship between language and social phenomena.



Discourse analysis

Strengths

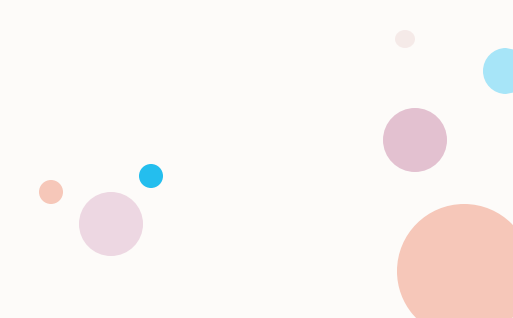
- Flexible - the potential use of discourse analysis is vast due to the many social influences in terms of how we speak to each other
- Can incorporate different types of sources – interview transcripts, written records

Weaknesses

- Time-consuming - you need to analyse the data to the point of saturation (i.e. until no new information emerges.)
- Relies on the researchers' ability to analyse the text and to understand the language being used
- Subjectivity of interpretation of data



Method #4 Thematic Analysis

- Looks at **patterns of meaning** in a data set, e.g. using a set of interviews or focus group transcripts.
 - Takes bodies of data (which are often quite large) and groups them according to similarities – in other words, themes.
 - These themes help us make sense of the content and derive meaning from it.
- 

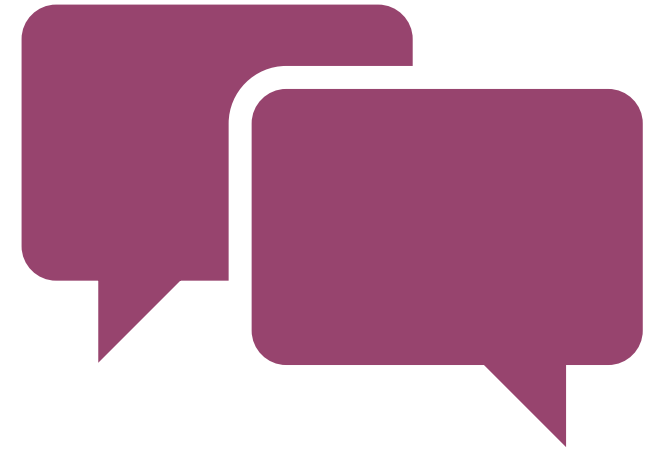
Example

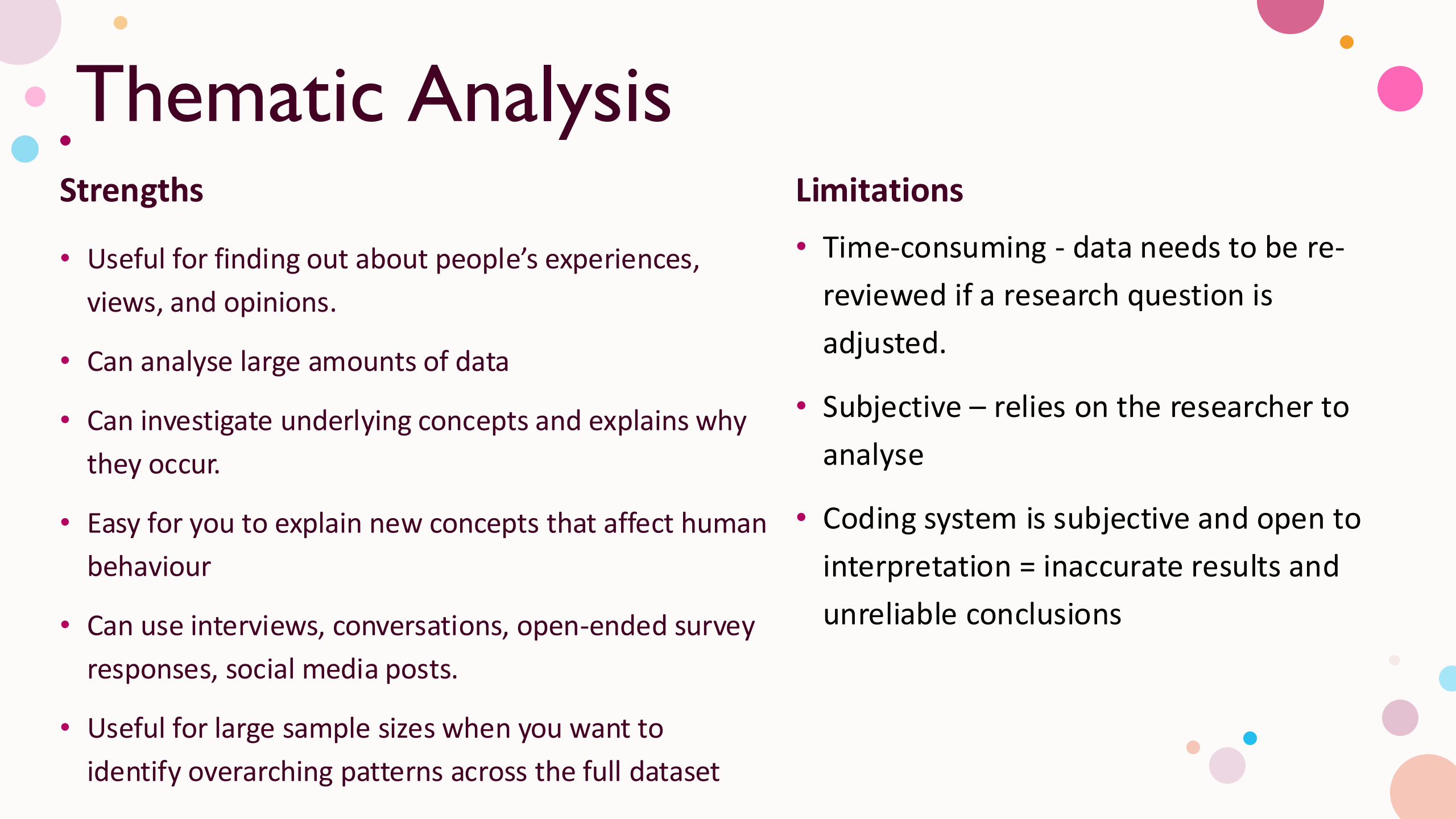
- Analyse 100 online reviews of a popular ice cream parlour to find out what patrons think about it.
- You could identify the themes that crop up repeatedly within the data; for example, “friendly staff” or “flavour”



When is this method most helpful?

When you want to understand people's opinions, experiences, or values





Thematic Analysis

Strengths

- Useful for finding out about people's experiences, views, and opinions.
- Can analyse large amounts of data
- Can investigate underlying concepts and explains why they occur.
- Easy for you to explain new concepts that affect human behaviour
- Can use interviews, conversations, open-ended survey responses, social media posts.
- Useful for large sample sizes when you want to identify overarching patterns across the full dataset

Limitations

- Time-consuming - data needs to be re-reviewed if a research question is adjusted.
- Subjective – relies on the researcher to analyse
- Coding system is subjective and open to interpretation = inaccurate results and unreliable conclusions

Method #5 Grounded Theory

- The intention is to create a new theory (or theories) using the data at hand, through a series of 'tests' and 'revisions' through a series of 'tests' and 'revisions' through a series of 'tests' and 'revisions'.
- Strictly speaking, grounded theory is more a research design type than an analysis method, but it is often referred to as a method.
- What's most important with grounded theory is that you go into the analysis with an open mind and let the data speak for itself (and not by using existing hypotheses or theories).
- In other words, your analysis must develop from the ground up.

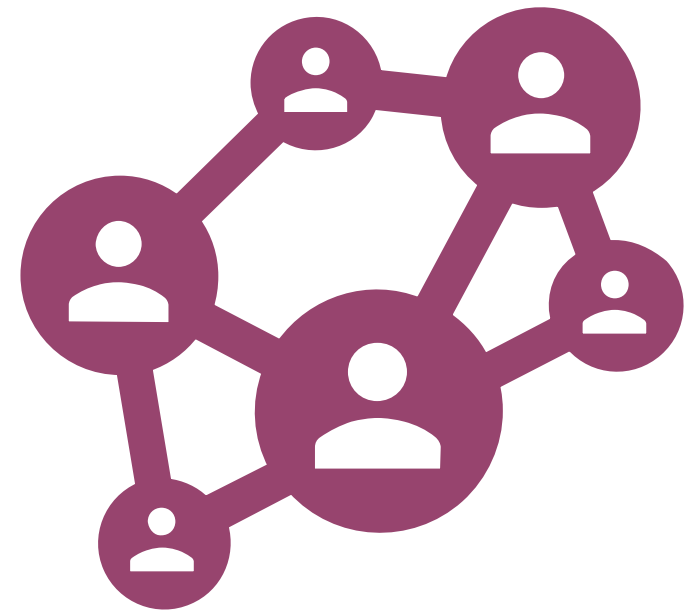
Example

- You are interested in developing a theory about the factors that influence students to watch a YouTube video about qualitative analysis. You would start with this general overarching question about the given population (i.e. graduate students).
 1. Approach a small sample – for example, five graduate students in a department at a university. Ideally, this sample would be representative of the broader population.
 2. Interview these students to identify what factors lead them to watch the video.
 3. Analyse the interview data. Here, you may see a general pattern, e.g. you might notice that graduate students are more likely to watch a video if they are just starting on their thesis, or if they have an upcoming test about research methods.
 4. Next, you will look for another small sample, e.g. five more graduate students in a different department and interview them to see whether this pattern holds true for them.
 5. If not, you'll look for commonalities and adapt your theory accordingly.

As this process continues, the theory would develop.

When is this method most helpful?

When you want to understand or analyse social processes and relationships when little is already known.



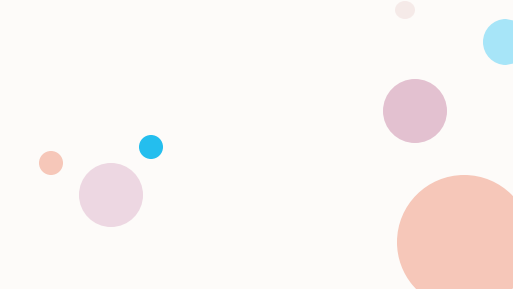


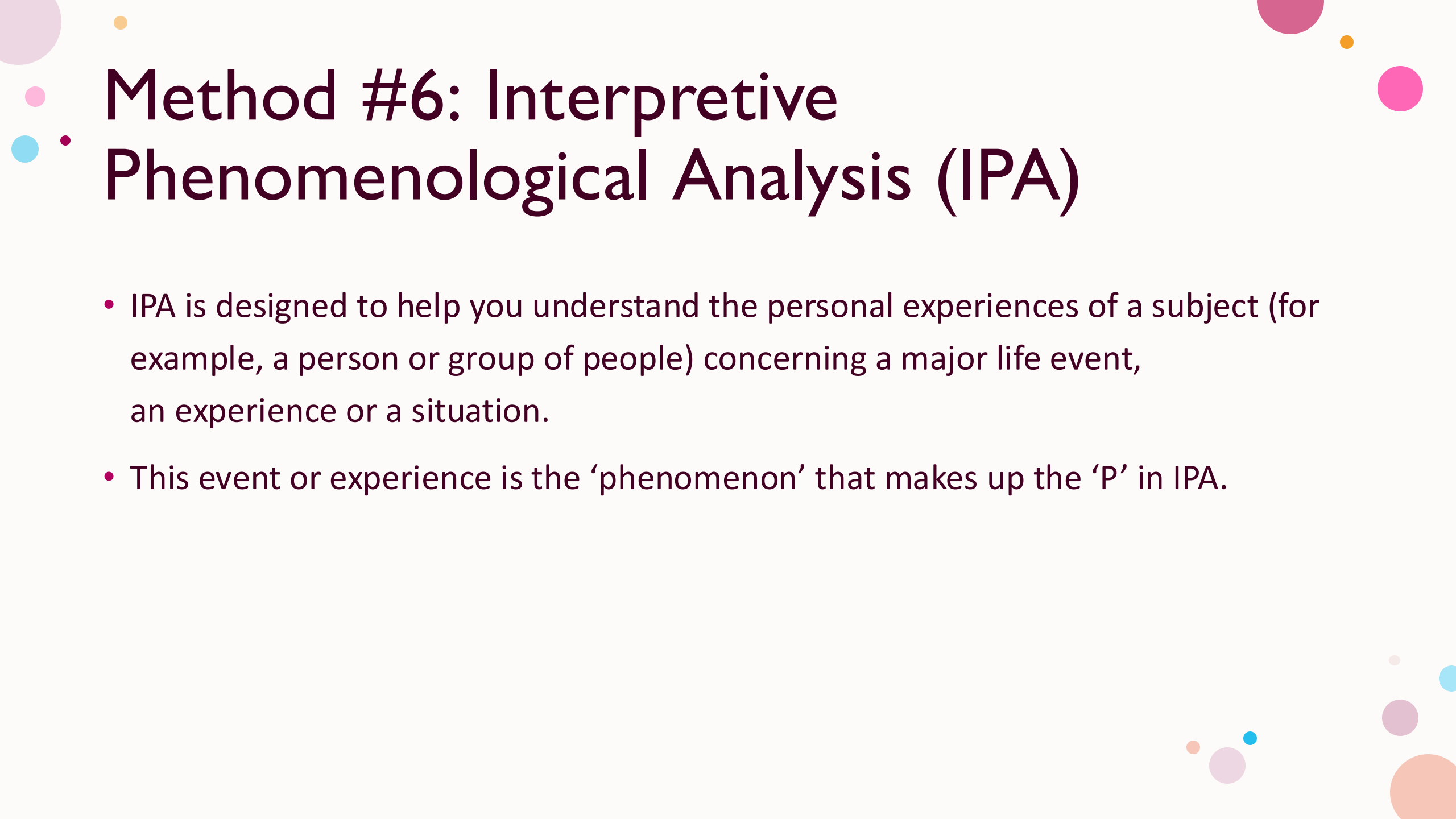
Grounded Theory

Strengths

- Usually produces richer and more diverse data than traditional research methods
- A very useful method when you're researching a topic that is completely new or has very little existing research about it, as it allows you to start from scratch and work your way from the ground up.
- Offers a systematic and rigorous process of data collection and data analysis so a research problem can be studied in a great level of depth.

Limitations

- Has comparatively little structure
 - Requires the collection of a great deal of data
 - Time consuming
 - Difficult to conduct
 - Researcher-induced bias = subjectivity
- 



Method #6: Interpretive Phenomenological Analysis (IPA)

- IPA is designed to help you understand the personal experiences of a subject (for example, a person or group of people) concerning a major life event, an experience or a situation.
- This event or experience is the 'phenomenon' that makes up the 'P' in IPA.

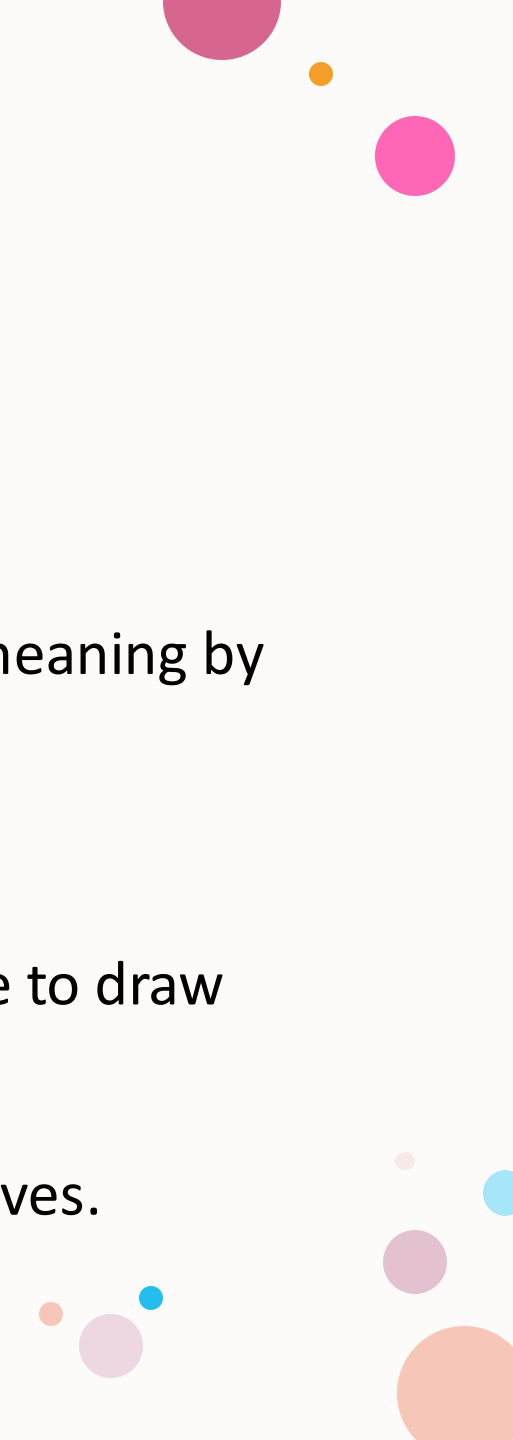


Examples

- Can range from relatively common events; e.g.
 - motherhood
 - being involved in a car accident
 - To those which are extremely rare; e.g.
 - someone's personal experience in a refugee camp.
 - So, IPA is a great choice if your research involves analysing people's personal experiences of something that happened to them.
- 



Points to remember

- IPA is **subject-centred** i.e. it is focused on the experienter.
 - This means that, while you'll likely use a coding system to identify commonalities, it's important not to lose the depth of experience or meaning by trying to reduce everything to codes.
 - The sample size will generally be very small so you often won't be able to draw broad conclusions about the generalisability of your findings.
 - But that's okay, as long as it aligns with your research aims and objectives.
- 

When is this method most helpful?

When you want to understand what it is like to experience a specific situation or life event from the perspective of someone who actually lived it.



Interpretive Phenomenological Analysis (IPA)

Strengths

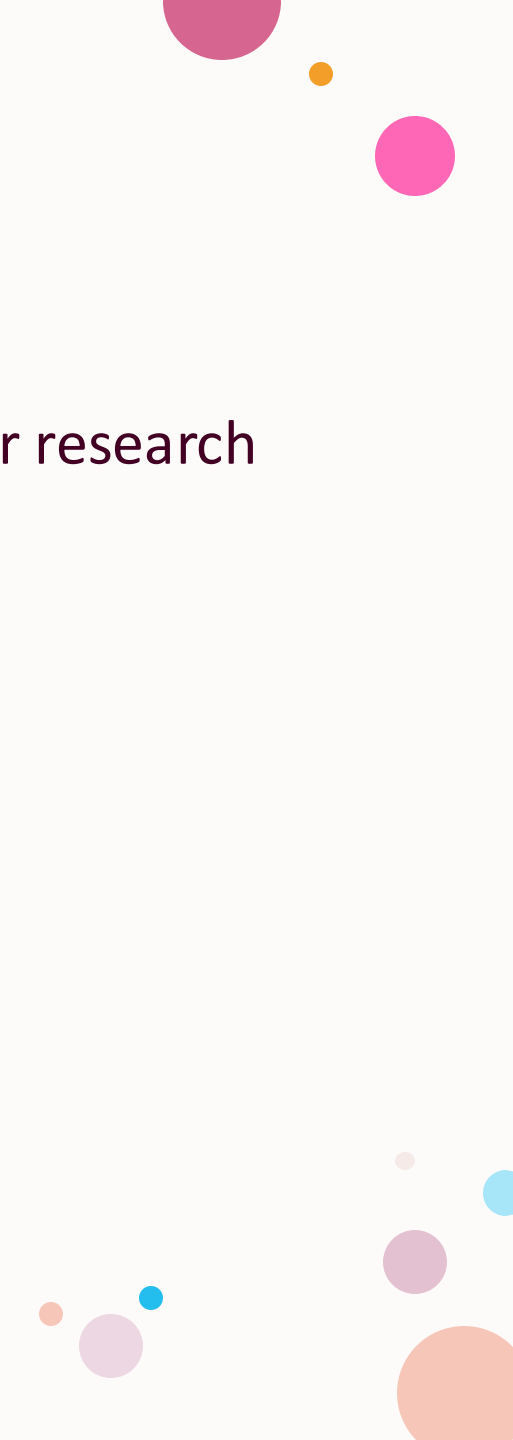
- Provides a chance to examine more personal perspectives on the issue than other research approaches – to reach, hear and understand the experiences of the participants.
- Helps us to understand what it is like to experience a specific situation or life event. By describing the stories of people who actually lived through a particular experience and their perceptions of it, the research can get to the heart of what it was truly like.

Limitations

- Very small sample size so results cannot be generalisable
- Personal bias can have a significant impact on the results
- Subjectivity
- Time-consuming



How do I choose the right analysis method?

- Selecting the right qualitative analysis method largely depends on your research aims, objectives, and questions.
 - The best tool for the job depends on what you're trying to build.
 - Each of the following research aims are distinctly different = different analysis methods would be suitable for each one.
- 

Examples

1. Your research aims to analyse the ways entrepreneurs talk about the struggles in their careers in order to discover insights into their mindsets in order to discover insights into their mindsets and perspectives

Narrative analysis

2. Your research aims to develop an understanding of the unique personal experiences of people that have experienced a certain event

IPA

3. Your research includes several interviews and aims to find out if there are commonalities in the responses of different participants.

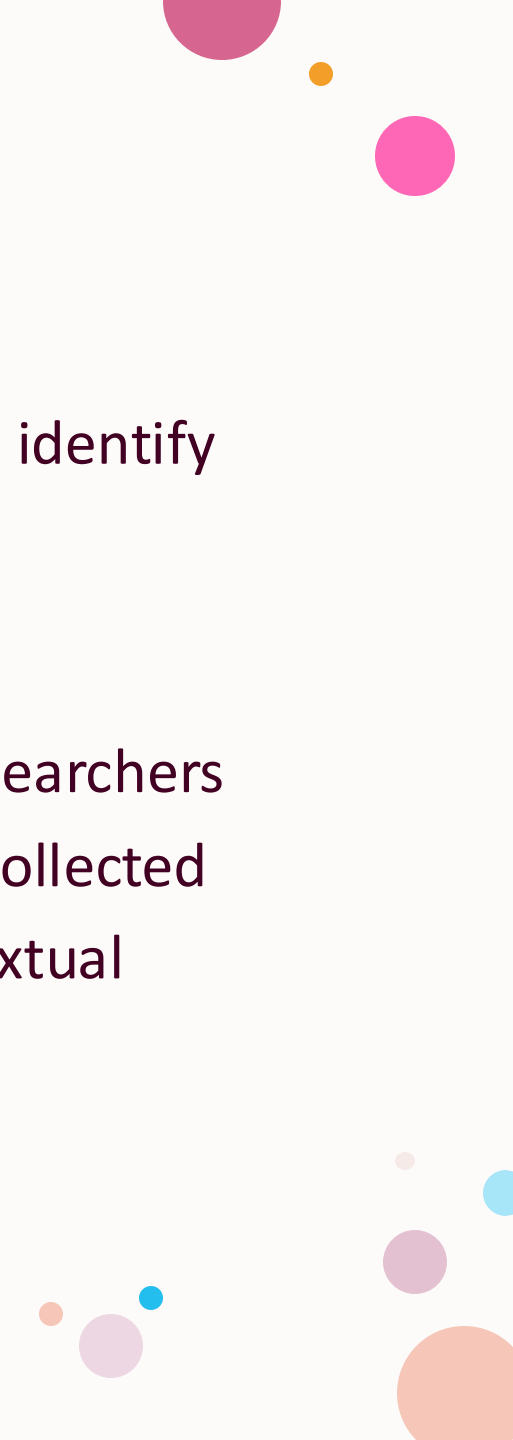
Thematic analysis

How do I choose the right analysis method?

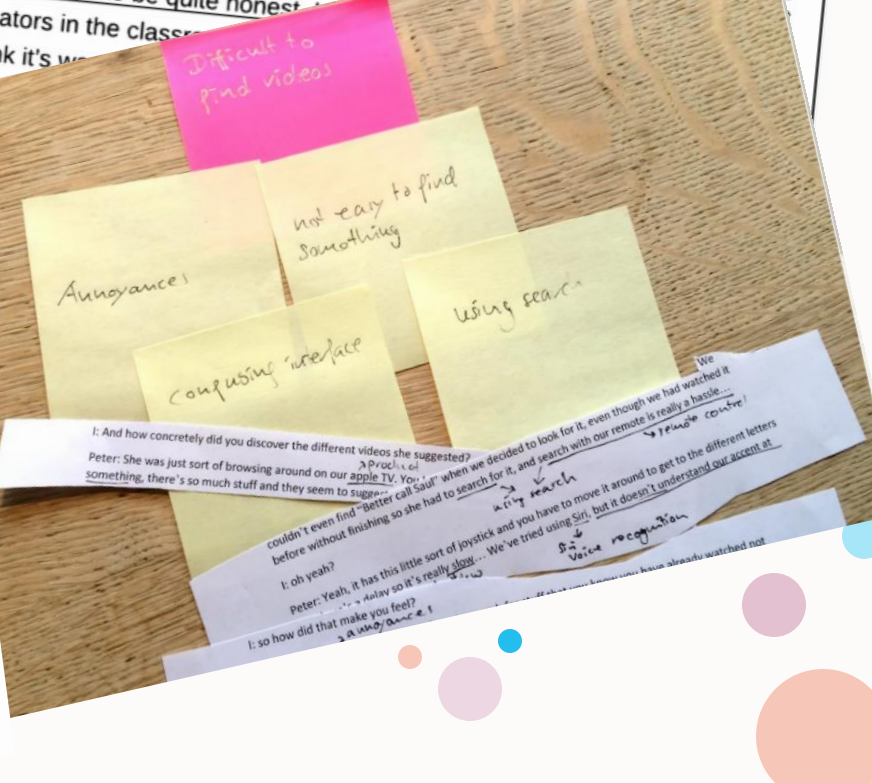
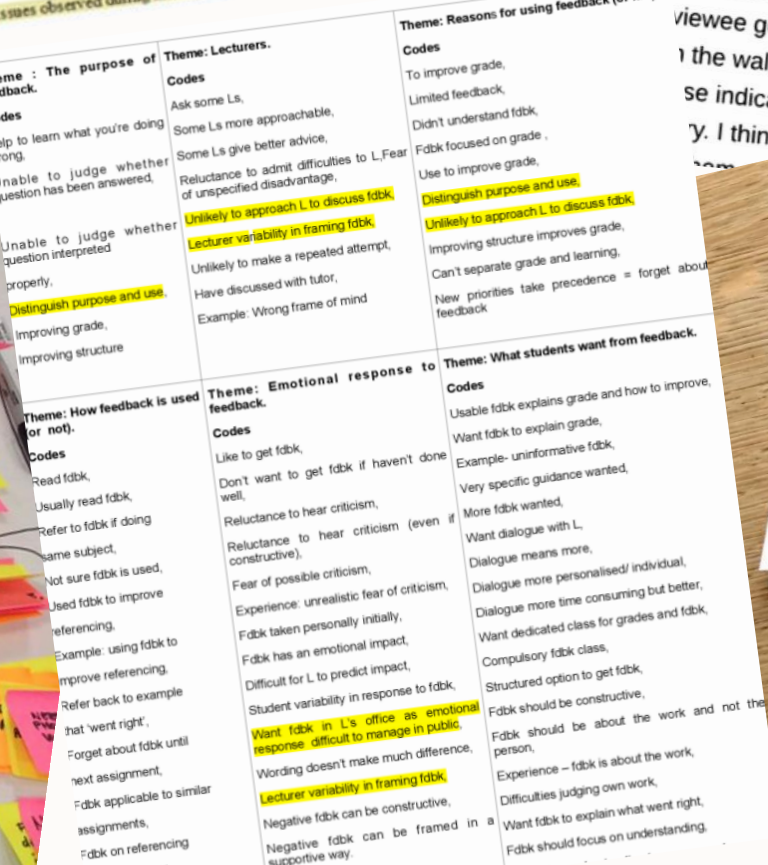
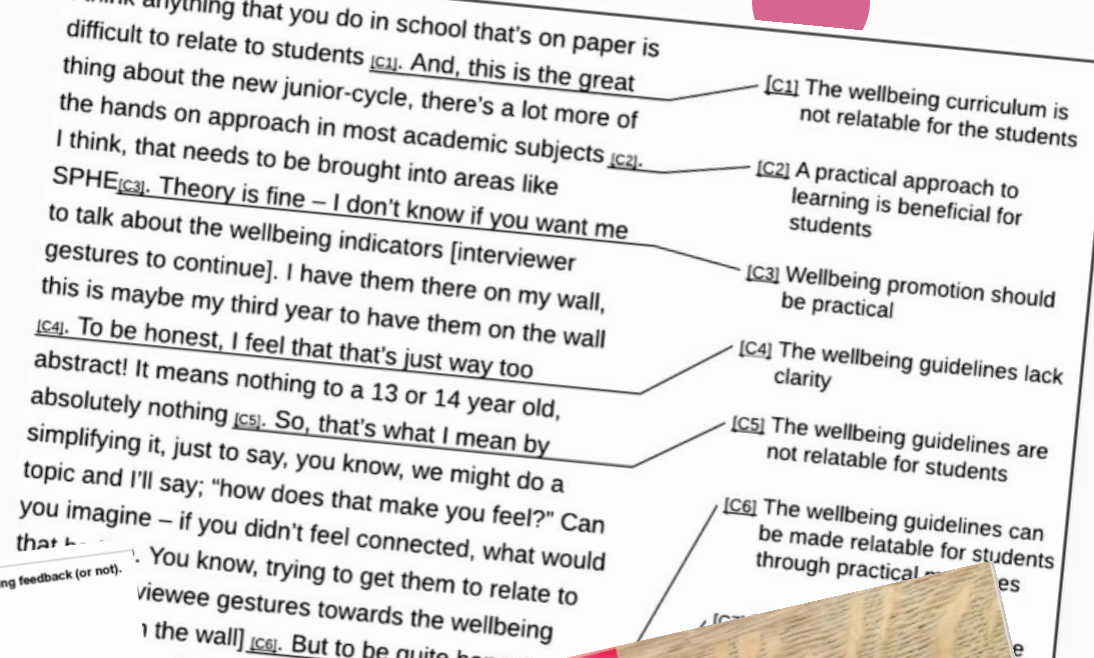
- All these qualitative analysis methods make use of **coding and theme-generating techniques**
- However, the intent and approach of each analysis method differ
- It is very important to come into your research with a clear intention before you decide which analysis method to use
- Start by reviewing your research aims, objectives and research questions to assess what exactly you are trying to find out – then select a qualitative analysis method that fits
- Never choose a method just because you like it or have experience using it – your analysis method must align with your broader research aims and objectives



What is coding?

- Coding is a systematic process of categorising and labelling the data to identify patterns, themes, and concepts.
 - Coding is a crucial step in the analysis of qualitative data as it helps researchers organise, condense, and make sense of large volumes of information collected through methods such as interviews, focus groups, observations, or textual analysis.
- 

	INTERVIEWER: So, what do you think of the current strategies to prevent road traffic collisions and neurotrauma in your city and country?	Codes
	PARTICIPANT: You know, the government has instituted things like traffic rules and all that, but these are not being enforced properly. There don't seem to be enough traffic police to cover the many areas in the city where there is a lot of traffic, and I suppose what you could call accident-prone areas. I have read on the internet that many other countries are having things like speed cameras and all that to prevent speeding. I know we have things like speed bumps and maybe the signs which show the speed limit. The problem is people are not following the rules. For that reason, it would be good to have these speed cameras, for example, so that people will	Gov. role Lack of compliance Lack of enforcement Accident reduction strategies Lack of compliance Accident reduction

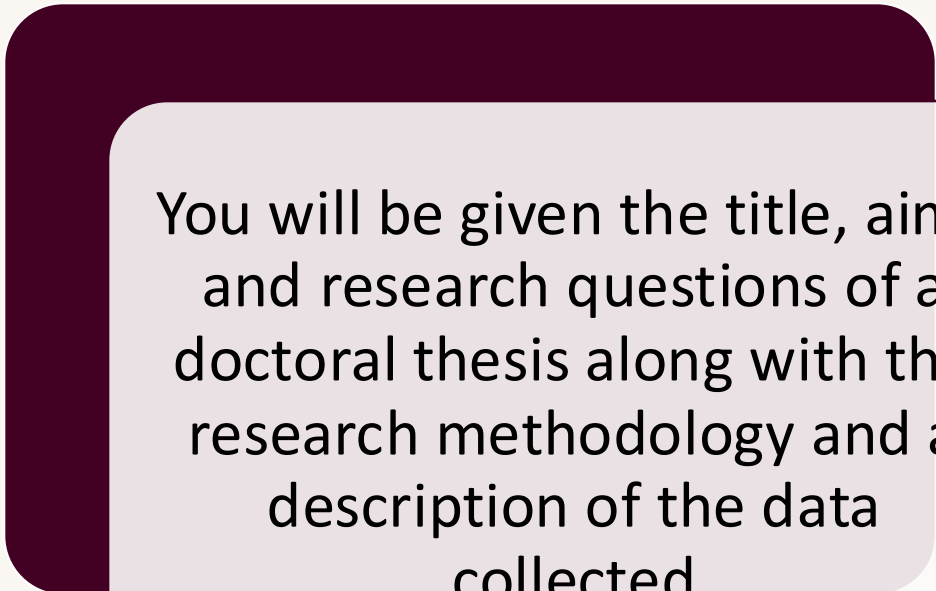


Case Study

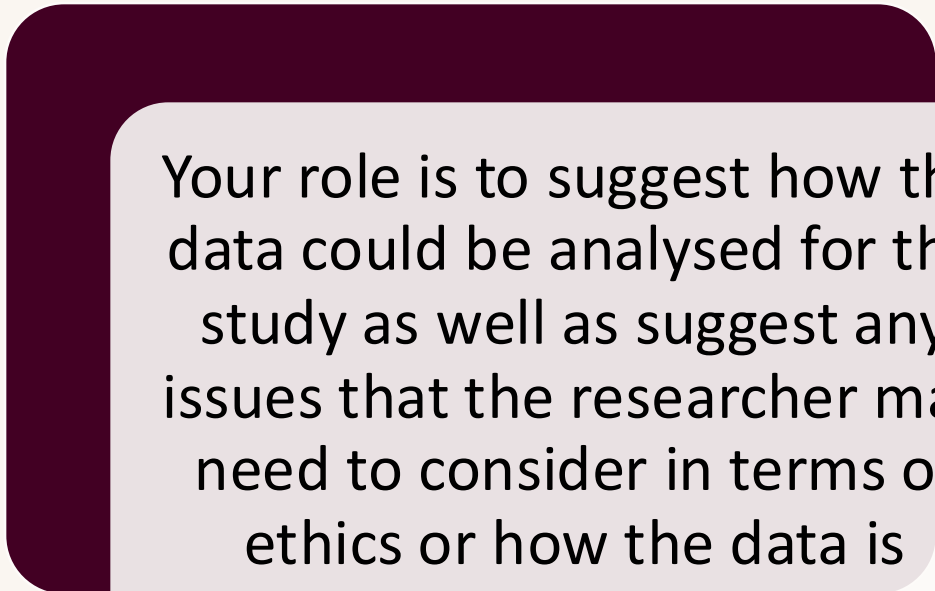




Case study



You will be given the title, aims and research questions of a doctoral thesis along with the research methodology and a description of the data collected



Your role is to suggest how the data could be analysed for the study as well as suggest any issues that the researcher may need to consider in terms of ethics or how the data is processed



Title

Developing strategic higher education policy within Wales since devolution: a critical analysis of internationalisation ideology in praxis





Research aim

- This study aims to critically analyse the approaches to internationalisation undertaken by universities within Wales since devolution, and how they engage with it through their strategic planning. It also seeks to examine how internationalisation is interpreted and implemented by key stakeholders within Welsh higher education.
- The study is underpinned by the following sub-aims:
 - To examine how the higher education policy landscape of Wales has evolved since devolution and the relationship this has to internationalisation.
 - To analyse how stakeholders define, interpret, and seek to implement internationalisation within Welsh higher education.

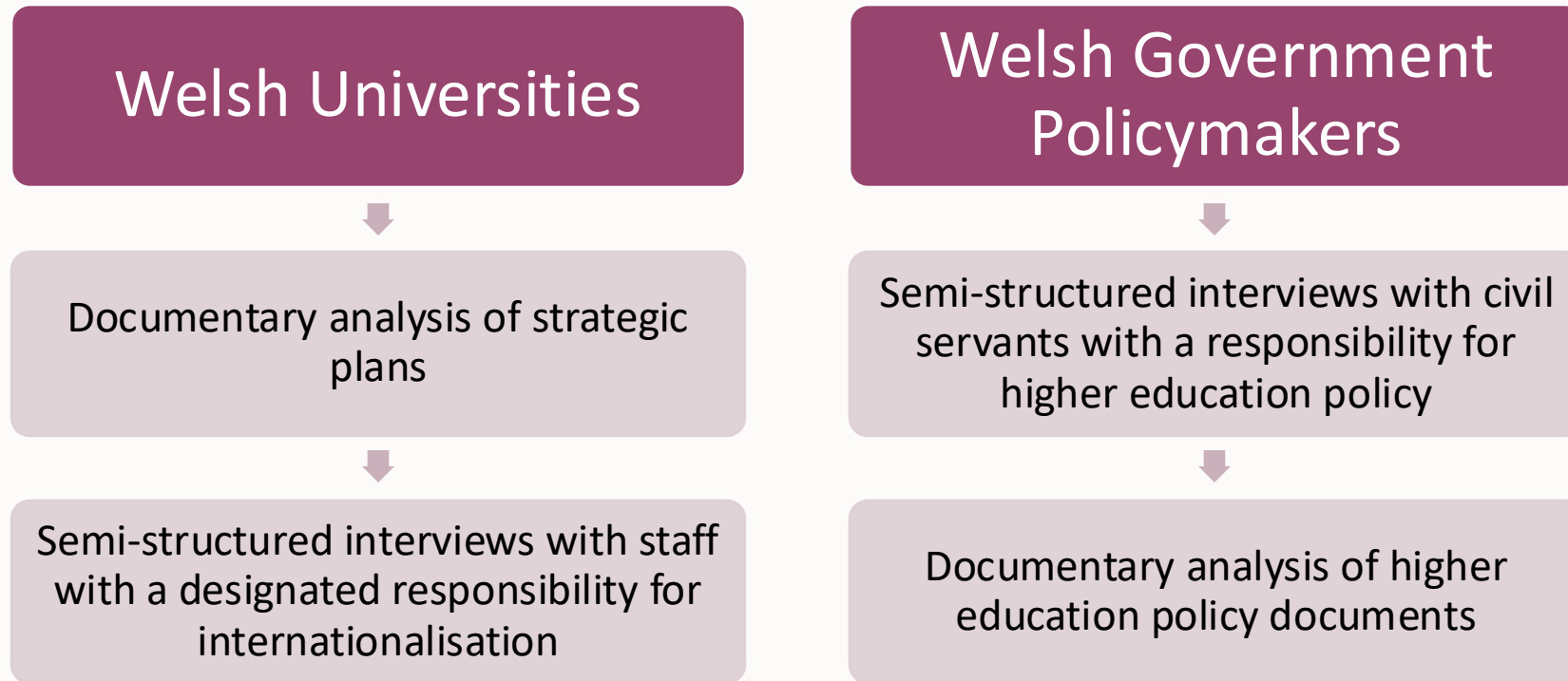


Research questions

1. How are Welsh universities interpreting and incorporating internationalisation into the development and deployment of their strategic plans?
2. How have Welsh Government policy makers understood and applied internationalisation in their approach to creating and applying policies pertinent to higher education?

Research methods

- Nested case study
 - Context – Welsh higher education



The dataset

University data collection			
Interviews conducted		University documents included for analysis	
Name	Designation	University Pseudonym	Strategic plan publication date
Aled	Pro Vice-Chancellor	Cader Institute	2020
Alys	Faculty Dean	Caerwen University	2017
Ceri	Head of International Unit	Celtic Heights University	2018
Dafydd	Faculty Dean	Gwenfaen University	2020
Dylan	Faculty Dean	Hillside University	2018
Geraint	Faculty Dean	Howell Institute	2021
Hannah	Head of International Unit	Llewellyn University	2022
		Trefor University	2020
		Vale University	2018
Welsh Government policymakers and policy documents			
Interviews conducted		Documents included for analysis	
Name	Designation	Title	Publication date
Llyr	Former education minister	The Learning Country: a paving document	2001
Megan	Director of policy	Reaching Higher	2002
Rhiannon	Former education minister	Policy Review of Higher Education	2002
		Vision into Action	2006
		For our Future	2009
		Review of Higher Education in Wales Phase 2 report	2009
		Higher Education Funding Council for Wales Corporate Strategy 2010/2011-2012-2013	2010
		Universities and constitutional change in the UK: the impact of devolution on the higher education sector	2012
		Wellbeing of Future Generations (Wales) Act	2015
		Higher education for the nation 2: the contribution of Welsh universities	2016
		Towards 2030: a framework for building a world-class post compulsory system in Wales	2016

Data... what next?



Interview transcripts



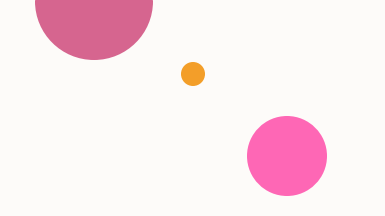
Welsh Government policy documents



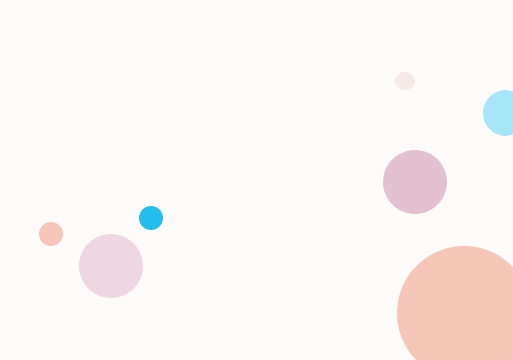
University strategic plans



Data analysis – what did I do?



• Thematic analysis (Braun and Clarke 2006)

- Stage 1: Data familiarisation, coding, and theme generation
 - Stage 2: Application of inductive and deductive codes
 - Stage 3: Identifying themes
 - Stage 4: Reviewing themes
 - Stage 5: Defining themes
- 

Data analysis of documents



Stage 1: Data familiarisation, coding, and theme generation



Highlighting



Marginalia



Reflective memos

Questions

- What challenges might there be in coding the data?
- What do I need to think about?



Stage 2: Application of inductive and deductive codes

- **Documents** – deductive codes utilising the definition of Knight (2015)
*‘Internationalisation at the national, sector and institutional levels is defined as the process of integrating an **international, intercultural, or global dimension** into the purpose, functions or delivery of postsecondary education’* (Knight 2015, p. 2)
- Inductive coding was used for elements that didn’t fit within the deductive coding framework

Deductive codes

Table 2: Deductive codes developed from Knight (2015)

Definition element from Knight (2015)	Codes developed
International dimensions	Curriculum content Collaboration Recruitment Student needs
Intercultural dimensions	Competence Awareness Diversity and inclusion
Global dimensions	Citizenship Sustainability Networking - professional and academic
Purpose of education	Research Employability and skills
Functions of education	Provision of teaching Research Civic engagement
Delivery of education	Mobility Resources Branch campuses/partnerships

Stage 3: Identifying themes



Looking for patterns in the coded data



Grouping similar codes together



More reflective memo writing!

Stage 4: Reviewing themes

- Were the themes supported by the data?
- For example, references to 'place within Wales', 'commitment to the local area', and 'responding to global concerns' were clustered into the broader theme of 'university identity'

Stage 5: Defining themes

Table 3: Themes identified through the documentary analysis.

Final themes	Initial themes	Codes
University identity and internationalisation	Relationship to local area and Wales Status in Wales History and legacy Achievements and awards Global concerns Welsh language and bilingualism	Citizenship Recruitment Curriculum content Student needs Welsh language
Roles of the university in an international context	Serving the global community Social justice Responding to challenges Responding to Welsh Government Serving the local community Developing skills Responding to market and industry demands Providing a global outlook	Provision of teaching Research Civic engagement Competence Awareness Diversity and inclusion Employability and skills Welsh language
Leadership and internationalisation	University as leading Staff as leading Wales as leading	Ownership we/us Citizenship Sustainability Research Teaching Mobility - staff and students
Politics and partnership in internationalisation	Welsh Government	Mobility - staff and students Resources Branch campuses/partnerships Relationship building Provision of teaching Research Civic engagement Collaboration

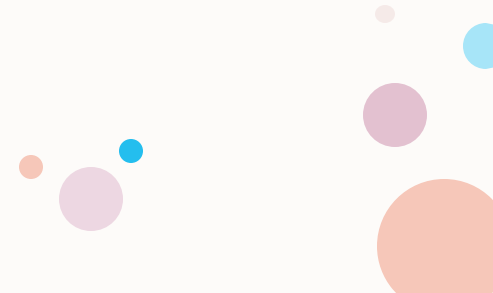
Data analysis of interviews





Thematic analysis

- Same process used as for the documents but a different coding framework – why?
- Coding framework developed using a theoretical framework identified within the literature review.



Deductive coding for interviews

Table 4: Deductive codes drawn from the ideal types of Stier (2006)

Ideal type	Goals	Strategies
Idealism	Mutual understanding Tolerance among people Social change Redistribution of wealth Personal commitment	Providing global knowledge Facilitate insights Stimulate empathy and compassion
Instrumentalism	Economic growth Profit Competence availability Exchange of know-how Cultural transmission	Attract international fee-paying students Provide relevant professional training Conduct market-relevant research
Educationalism	Enrich learning New perspectives and knowledge Personal growth Commitment to learning	Stimulate self-awareness and reflection Train intercultural competence

. Data – how would you code these?

You know, you have to have a lot of money in your bank account to be able to prove that you're able to. And I think they even upped the amount that you had to have. So that's been very difficult. It's made students very vulnerable to exploitation through black markets and all sorts of crazy stuff. So, there are geopolitical things like that. There is also conflict. I think is really shifting things attitudes as I touched on before, I'm very, very concerned about our attitudes towards international students. I'm mortified. (Alys)

Coded

Tension
between
practice and
values

Role of the
university in
an
international
context

Financial
barriers/policy
driven precarity

Exploitation
Student
vulnerability

Global concerns

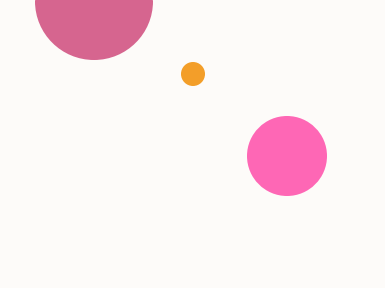
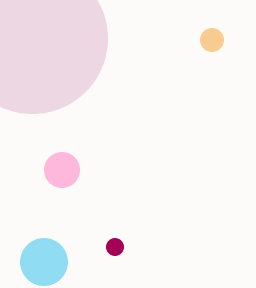
Hostile societal
attitudes
Ethical
discomfort

You know, you have to have a lot of money in your bank account to be able to prove that you're able to. And I think they even upped the amount that you had to have. So that's been very difficult. It's made students very vulnerable to exploitation through black markets and all sorts of crazy stuff. So, there are geopolitical things like that. There is also conflict. I think is really shifting things attitudes as I touched on before, I'm very, very concerned about our attitudes towards international students. I'm mortified. (Alys)

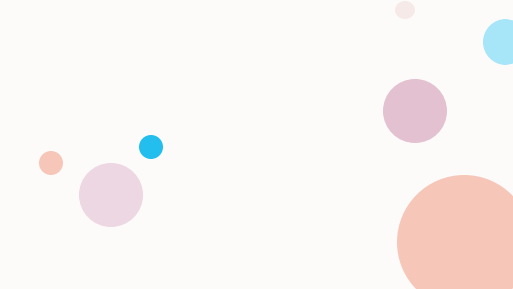
Codes → Themes

Codes	Category	Final theme
student vulnerability; exploitation; ethical discomfort; hostile societal attitudes; policy-driven precarity	Citizenship / Social justice / Responding to challenges	University identity and internationalisation
geopolitical tensions; policy impacts on students; inequity	Global concerns / Roles of the university in a global context	University identity and internationalisation

Alys's data contributes strongly to the "global concerns" & "citizenship/social justice" strands inside the University Identity theme.



And as amazing as my team in the UK are, as amazing as my team overseas are as well managed as my agent network is and as good as my feeder institution network is, I'm so reliant on Westminster, so small changes that they kind of make have such a big impact. So, this change around the dependent ruling you know, and that is gonna be massive across the UK, it's going to be absolutely massive. (Dafydd)



Coded

Structural
power
imbalance

And as amazing as my team in the UK are, as amazing as my team overseas are as well managed as my agent network is and as good as my feeder institution network is, I'm so reliant on Westminster, so small changes that they kind of make have such a big impact. So, this change around the dependent ruling you know, and that is gonna be massive across the UK, it's going to be absolutely massive. (Dafydd)

Westminster
reliance

Dependency
on UK policy

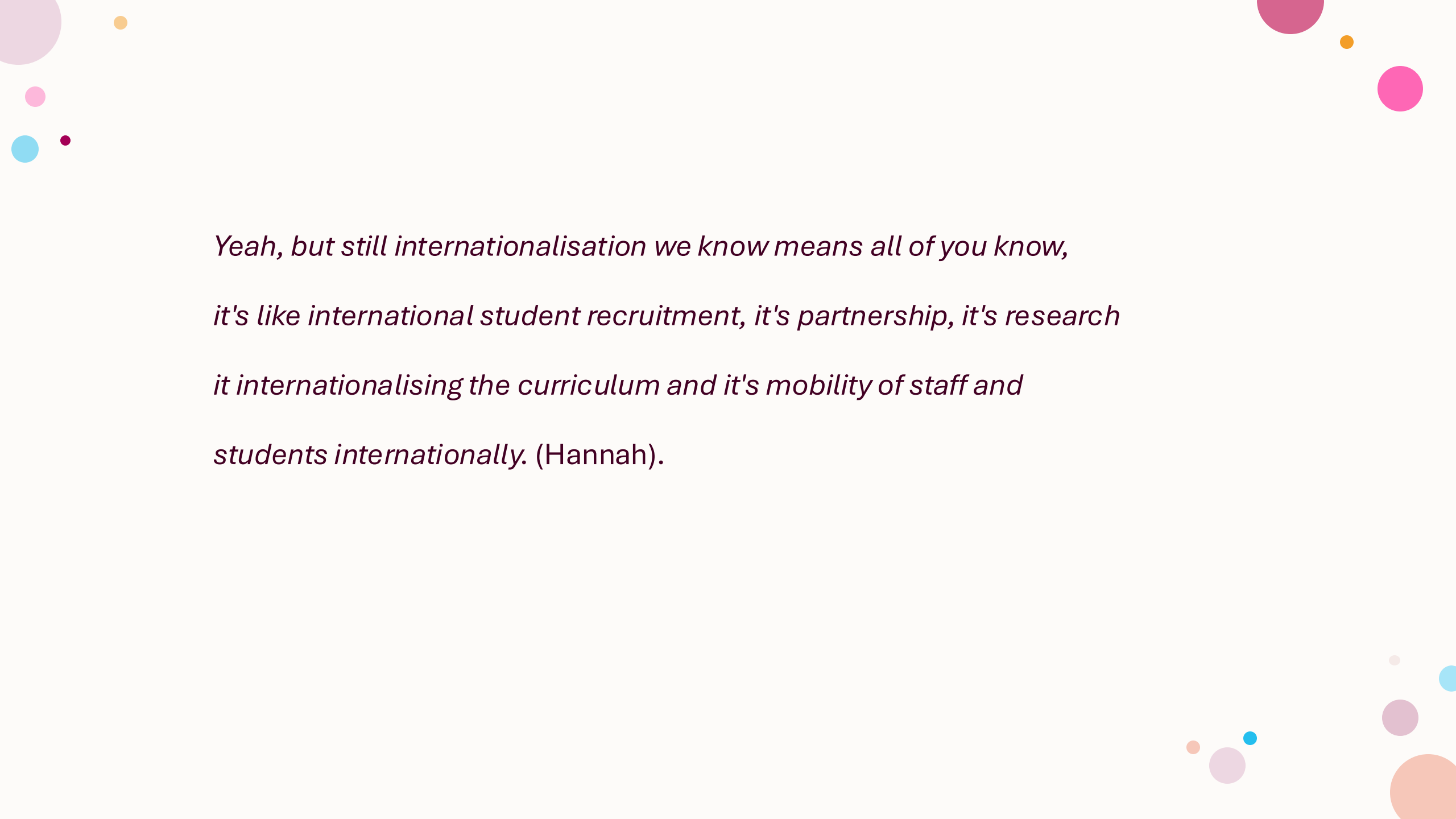
Policy turbulence
Strategic vulnerability
Limited institutional autonomy

Politics and
partnership in
internationalisation

Codes → Themes

Codes	Category	Final theme
Westminster dependency; policy volatility; strategic vulnerability; limited autonomy	Politics and partnership in internationalisation	Leadership and internationalisation
massive operational impacts; external control	Wider responsibility / Responding to Welsh Government	Leadership and internationalisation

Dafydd's data maps clearly to policy influences and leadership constraints.

The slide features a light gray background with decorative elements consisting of various colored circles (pink, orange, blue, purple) of different sizes in the corners. The text is centered and reads:

*Yeah, but still internationalisation we know means all of you know,
it's like international student recruitment, it's partnership, it's research
it internationalising the curriculum and it's mobility of staff and
students internationally. (Hannah).*

Coded

Yeah, *but still internationalisation we know means all of you know, it's like international student recruitment, it's partnership, it's research it internationalising the curriculum and it's mobility of staff and students internationally.* (Hannah).

Roles of the university

Recruitment

Working in partnership

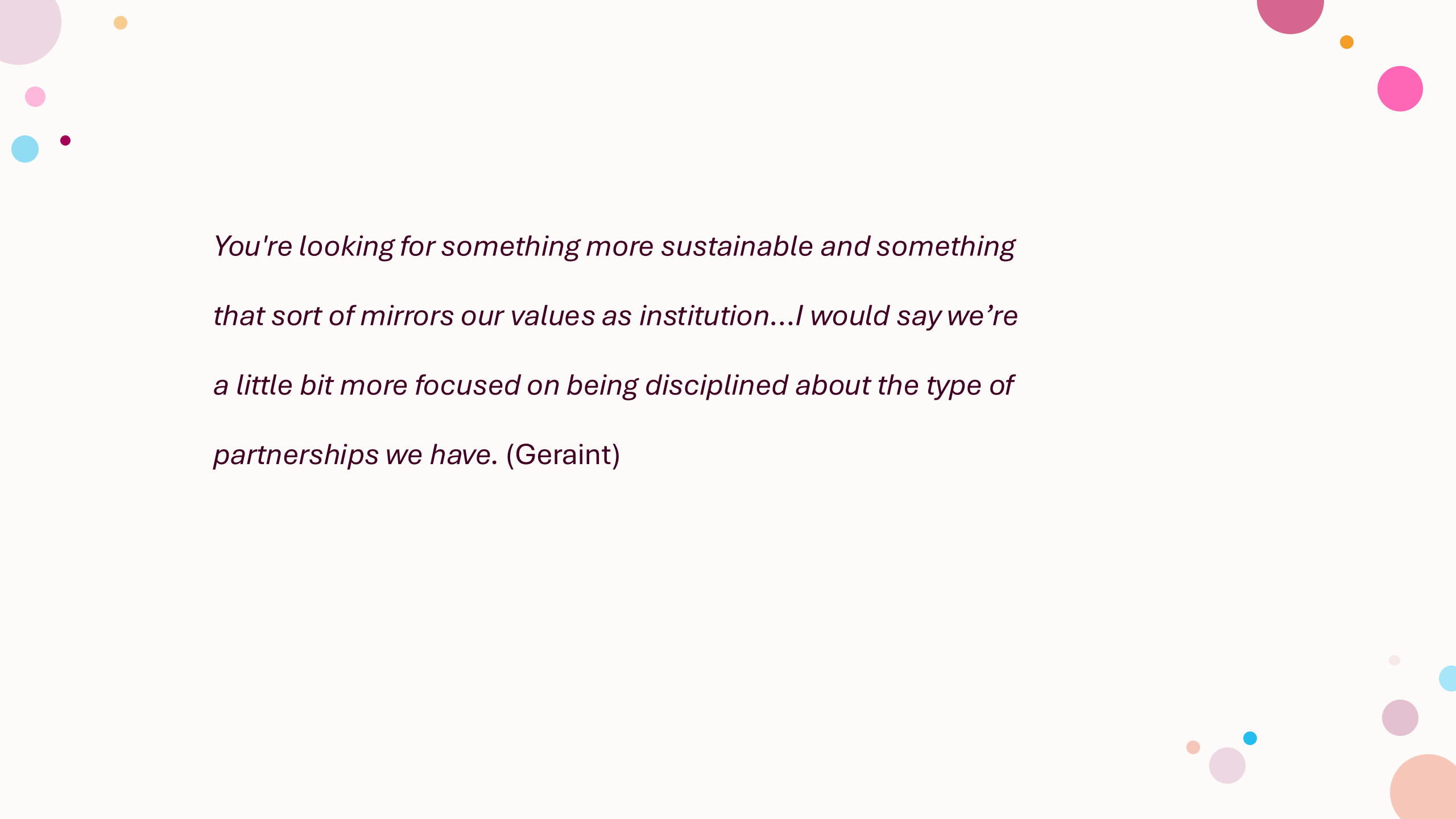
Mobility – staff and students

Institutional priorities
Functional dimensions of internationalisation
Roles of the university
Strategic framing

Codes → Themes

Codes	Category	Final theme
recruitment; curriculum content; research; mobility; global knowledge	Curriculum; Student needs; Providing global knowledge; Mobility; Recruitment	University identity and internationalisation

Hannah's extract provides definitional clarity of internationalisation across functional domains.

The slide features a light gray background with decorative elements in the corners. The top-left corner contains a large light purple circle, a small yellow circle, a small pink circle, a small cyan circle, and a small dark purple dot. The top-right corner features a large pink circle, a small yellow circle, and a medium pink circle. The bottom-right corner includes a small orange circle, a small cyan circle, a medium light purple circle, and a large orange circle.

You're looking for something more sustainable and something that sort of mirrors our values as institution...I would say we're a little bit more focused on being disciplined about the type of partnerships we have. (Geraint)

Coded

You're looking for something more sustainable and something that sort of mirrors our values as institution...I would say we're a little bit more focused on being disciplined about the type of partnerships we have. (Geraint)

Sustainability

Institutional
identity shaping
practice

Partnerships –
ethics and
values

Strategic
selection

Leadership and internationalisation
Values led approach

Codes → Themes

Codes	Category	Final theme
values-led strategy; sustainability; disciplined partnerships	Sustainability / Partnership ethics / Ethical leadership	Leadership and internationalisation
institutional identity; strategic alignment	University identity / Leadership roles	Leadership and internationalisation

Geraint contributes directly to the leadership-oriented aspects of my analysis.

Next steps



Comparison of the thematic analysis of interviews and documentary analysis



Producing the final themes

Further reading/reference list

- Agee, J. (2018). *Moral and ethical reflection in qualitative research*.
- BERA (2024). *Ethical Guidelines for Educational Research* (5th ed.).
Accessible at: <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024-online>
- Braun, V. & Clarke, V. (2006). *Using thematic analysis in psychology*. *Qualitative Research in Psychology*, 3(2), 77–101.
- Charmaz, K. (2006). *Constructing Grounded Theory*.
- Creswell, J.W. & Plano Clark, V.L. (2017). *Designing and Conducting Mixed Methods Research*.
- Denscombe, M. (2017). *The Good Research Guide* (6th ed.).
- Flick, U. (2018). *An Introduction to Qualitative Research*. London: Sage.
- Gray, D. (2018). *Doing Research in the Real World* (4th ed.). London: Sage.
- Smith, J.A., Flowers, P., & Larkin, M. (2009). *Interpretative Phenomenological Analysis*. London: Sage.

Diolch yn fawr iawn

Any questions?

