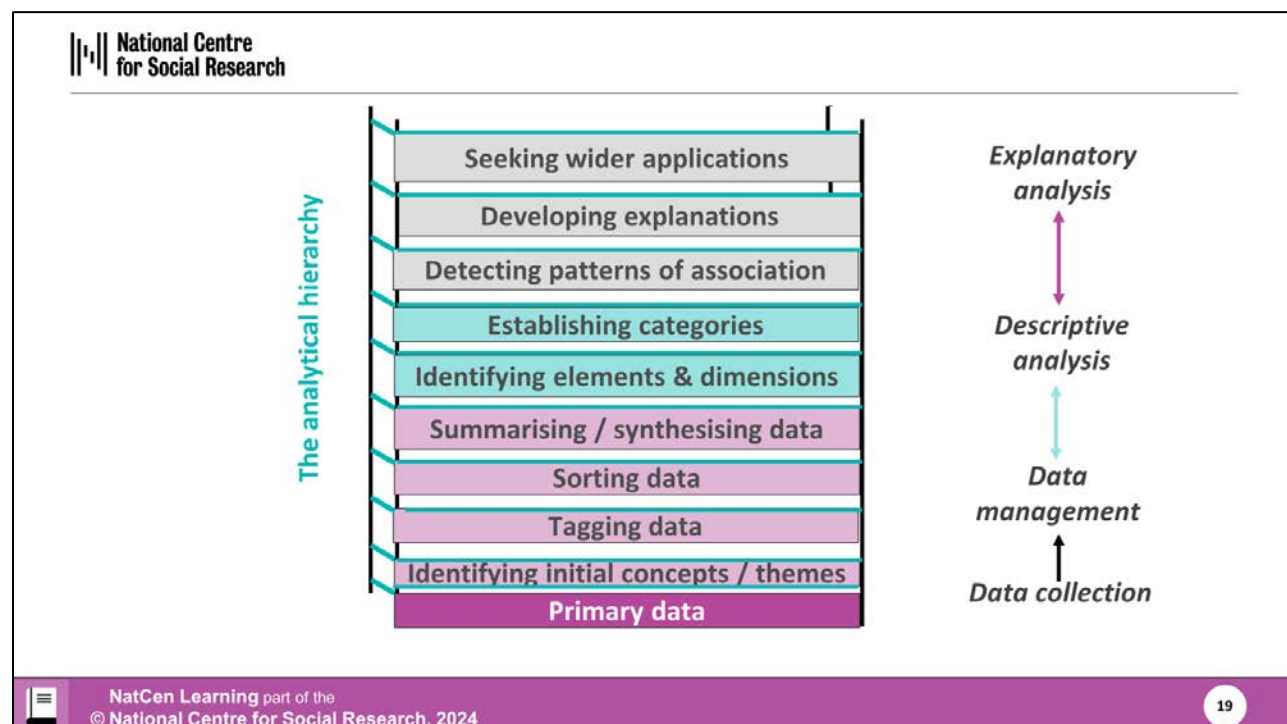
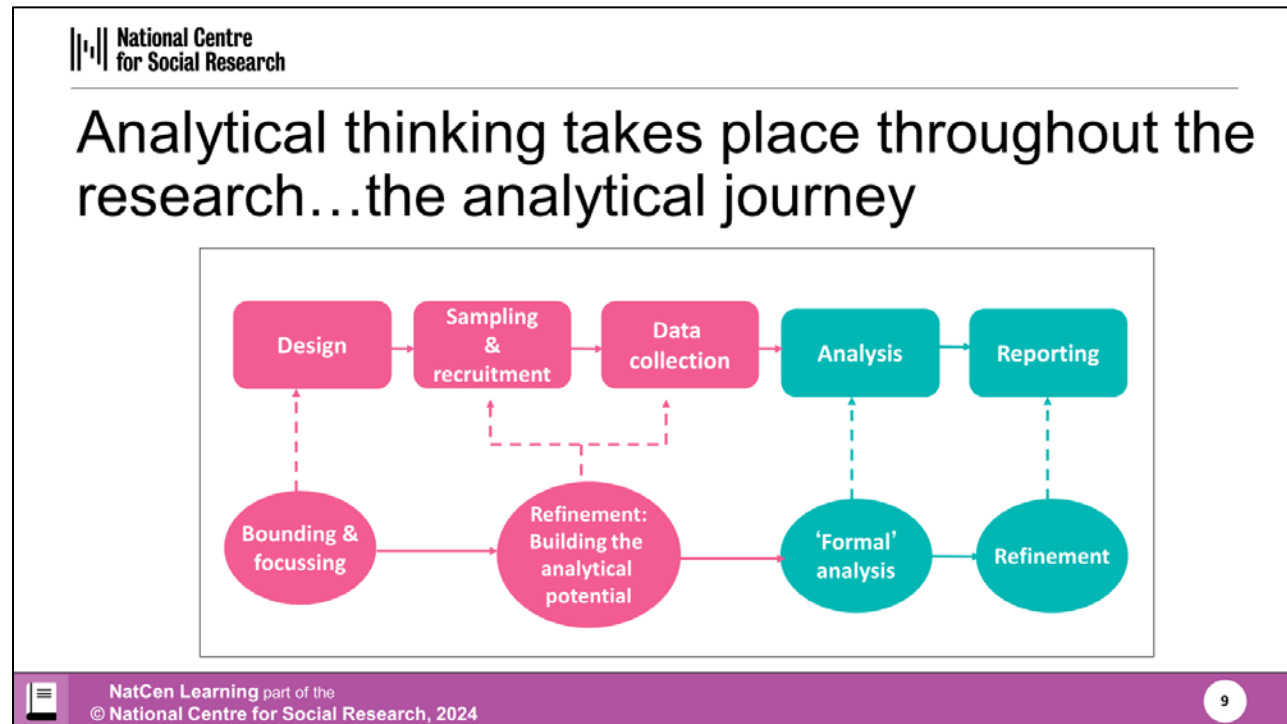


Qualitative Data Analysis

Handout May 2024



NatCen Learning part of the
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Framework was developed for applied policy research

Developed by Jane Ritchie and Liz Spencer, NatCen QRU, 1980s

Key characteristics:

- Case and theme based approach
- Hierarchy of categories and sub-categories
- Condenses data through summarisation and synthesis
- Retains links to original data
- Displays summarised data in matrix
- Evolution in tools used to support Framework (paper based, spreadsheets, CAQDAS)



Chart: Overview of travel behaviour

Case	2.1 Types of travel	2.2 Overall views of travel	2.3 Costs of travel	2.4 Use of assistance schemes	2.5 Other/ misc
1					
2					
3					
4					

A chart with sub-categories



Develop an analytical plan

- What are the **key analytical questions** that you plan to ask (or would like to ask)
- **Where is the data to answer those questions** likely to be?
- What **kind of analysis** might you do
- What is a **logical order** for doing the analysis
- What do you think the **analytical 'story'** is



There are three key steps...

Detection

- familiarisation
- extraction (highlight/ summarise)

Categorisation

- creating meaningful conceptual boxes
- assigning data

Classification

- creating higher order categories
- assessing relationships between categories



The central matrix...a thematic map

An analytic log book...

- Constructed **after** initial thematic analysis
- **Essential features** of the data relevant to questions
- **Combination** of sample characteristics, other attributes, emerging themes and worked typologies
- **Not the answer**, the starting point – a birds eye view of the data to look at patterns (particularly associations)
- Again – great for team work.



An example of a central matrix...

Serial number	Age (Sampling criteria)	Gender (Sampling criteria)	Gambling activities (from transcript)	Pathway into problem gambling (Thematic analysis)	Triggers into problem gambling (Thematic analysis)	Type of gambler now (Thematic analysis)
# 1	22	F	Lottery, Bingo	Gradual	Boredom, loneliness	Compulsive
# 2	47	M	Lottery, Horses	Quick	Boredom, had surplus money	Compulsive
# 3	70	M	Football matches, horses	Gradual	Being close to a bookies, getting a PC	Not compulsive



General principles for thematic analysis are...

Process

- Start close to data and become more abstract
- Retain case identifiers
- Iterative process

Quality

- Categories must be valid
- Comprehensive

Output

- Self standing
- Beginning of further investigation



Research question – why do people gamble

Intrinsic features – higher-order classification

Categorisation

- The winning
- The buzz
- The activity itself

Extrinsic features – higher-order classification

Categorisation

- Circumstances
- Social context



Additional resources

Qualitative Research Practice: A guide for Social Science Students & Researchers Ritchie, Lewis, McNaughton Nicholls & Ormston 2nd edition (2014) London: Sage

Quality in Qualitative Evaluation: A framework for assessing research evidence – a framework published by the Government Social Research Unit providing a set of criteria and key questions for assessing the quality of qualitative research

<https://www.gov.uk/government/publications/government-social-research-framework-for-assessing-research-evidence>

Clarke, V. & Braun, V. (2013) Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2), 120-123.

Projects referenced on the course

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The August Riots in England: Understanding the involvement of young people. Morrell, G., Scott, S., McNeish Di., Webster., S. (2011)

[The 20August 20Riots 20in 20England 20 .pdf 201mb .pdf \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/201102/20August_20Riots_20in_20England_20.pdf)

The Drug Treatment Outcomes Research Study: Qualitative Study. Barnard, M., Webster, S. and O'Connor, W. (2009)

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