

# Conducting Qualitative Secondary Data Analysis: PGT Projects

Working Document

Dr Sharon Greenwood, Lecturer, MVLS – [Sharon.Greenwood@glasgow.ac.uk](mailto:Sharon.Greenwood@glasgow.ac.uk)



## UNDERSTAND THE DATA



## READ, THINK, AND READ AGAIN...



## RESPECT & ETHICS



## KEEP A DIARY

CREATED BY @DRSGREENWOOD  
(UNIVERSITY OF GLASGOW)

## Contents

|  |    |
|--|----|
| Introduction .....                                 | 3  |
| Why do Qualitative Secondary Analysis (QSA)? ..... | 3  |
| QSA & Postgraduate Projects/Dissertations .....    | 3  |
| What do I need to consider? .....                  | 5  |
| Top Tips .....                                     | 6  |
| Finding Data .....                                 | 7  |
| Reading Lists.....                                 | 10 |
| <i>Recommended General Reading:</i> .....          | 10 |
| <i>QSA as a Research Method</i> .....              | 11 |
| <i>QSA in Action</i> .....                         | 12 |
| Appendix A: Analysing Qualitative Data .....       | 13 |

## Introduction

Qualitative Secondary Analysis (QSA) is when previously gathered data are *reanalysed*. This can be conducted by the same researcher(s), or by other researcher(s) who have access to the dataset. Researchers will use datasets to explore new questions that were not considered in the initial project, or to apply different analytical approaches, strategies, or frameworks which were not part of the initial analysis. This document provides some starting points for those wishing to undertake *qualitative* secondary data analysis as part of their postgraduate dissertation/project.

*Please note:* This document does not cover *how* to analyse data. For some guidance on this, please see the references in Appendix A (*end of document*), reference your research methods training guidance, or consult your project/dissertation supervisor.

## Why do Qualitative Secondary Analysis (QSA)?

There has been a general move within social research to promote the re-use of pre-existing data – both qualitative and quantitative. Funding bodies, such as the Economic and Social Research Council (ESRC) and the Medical Research Council (MRC) have supported the creation of data repositories – online archives, where anonymized data that has been collected for a study can be provided to other researchers for QSA.

Pre-existing datasets are typically underused, despite the vast investment and promotion from research councils. Over a decade ago, Louise Corti (2007: 37) stated “archived qualitative data are a rich and unique, yet too often unexploited, source of research material”; unfortunately, not much has changed in this respect, and growth of this has been slow.

QSA can allow existing data to be explored in new ways. Hinds et al (1997) set out four approaches:

1. To answer a different question than the original analysis;
2. To permit a further, in-depth analysis of themes from the original, but with a subset of data;
3. To explore and expand on analysis from the original project;
4. To analyse the dataset alongside newly gathered data.

## QSA & Postgraduate Projects/Dissertations

Depending on local Public Health guidance and compliance with University guidelines and policies, your PGT project could utilise any of the four options above. Box 1 (*overleaf*) provides some hypothetical examples of how you may tackle this.

All options should be discussed with your project supervisor. It is your responsibility to find out from your College’s Ethics Committee if you need to apply for ethical approval to conduct your project, and to ensure it complies with UofG guidance on conducting research during the Covid-19 pandemic.

### Box 1: Hypothetical Example

Original dataset interviewed residents in a socioeconomically deprived area about how they felt their health was affected by housing. It interviewed a range of people (aged 16-89) and was carried out in 2005.

1. Exploring the dataset, you find that participants spoke often about mental health – but this was not in the main research questions for the study. You decide to ***reanalyse the dataset to explore mental health.***
2. Looking at the demographic information of participants, you notice that there was a large amount of young people interviewed. You decide to ***reanalyse the dataset, looking only at younger residents.***
3. Since the data was gathered in 2005, a new government policy was introduced to support people in this area. You decide you ***want reanalyse the dataset to see if the issues that this policy set out to tackle were prevalent in this cohort, or if there were other issues mentioned that were perhaps more relevant for residents.***
4. You decide to conduct a comparative case study to see if anything has changed since 2005. You decide to ***conduct primary data collection with people (aged 16-89) living in a socioeconomically deprived area of Glasgow, using the archived dataset's research material (topic guides, etc), and analyse this in conjunction with the archived data.***

#### Links

|                                       |   |
|---------------------------------------|---|
| UofG College of MVLS Ethics           | Email: <a href="mailto:mvls-ethics-admin@glasgow.ac.uk">mvls-ethics-admin@glasgow.ac.uk</a>   |
| UofG College of Social Science Ethics | Website: <ul style="list-style-type: none"> <li>• <a href="https://www.gla.ac.uk/colleges/socialsciences/students/ethics/">https://www.gla.ac.uk/colleges/socialsciences/students/ethics/</a></li> <li>• <a href="https://www.gla.ac.uk/colleges/socialsciences/students/ethics/committee/ethicscontacts/">https://www.gla.ac.uk/colleges/socialsciences/students/ethics/committee/ethicscontacts/</a></li> </ul> |
| UofG Coronavirus Guidance             | <a href="https://www.gla.ac.uk/myglasgow/coronavirus/faqs/">https://www.gla.ac.uk/myglasgow/coronavirus/faqs/</a>   |

## What do I need to consider?

There are many things you must consider when conducting QSA. Heaton (1998) summarized four key areas (see Table 1, *below*). Pay careful attention to the questions you must consider before *starting* your project.

| <b>Table 1: Issues to Consider (derived from Heaton, 1998)</b> |  |
|--|--|
| <b>Compatibility of data with QSA</b>                          | <p>Does the data allow you do QSA? What is the ‘fit’ between the purpose of the analysis and the nature and quality of the original data?</p> <p>What type of data is it?</p> <ul style="list-style-type: none"> <li>“...for example, while tightly structured interviews tend to limit the range of responses, designs using semi-structured schedules may produce more rich and varied data. A check for the extent of missing data relevant to the secondary analysis but irrelevant to the original study may also be required; for example, where semi-structured interviews involved the discretionary use of probes.”</li> </ul> <p>What is the <i>quality</i> of the data? (see Hinds et al, 1997 for a ‘checklist’)</p> |
| <b>Position of the secondary analyst</b>                       | <p>Does the data collection align with your disciplinary perspective and/or position as a researcher?</p> <p>Can you contact the original data collection team for any clarification needed?</p>   |
| <b>Reporting of original and secondary data analysis</b>       | <p>Do you understand how the original researchers gathered the data? What about the methodological and ethical considerations <i>they</i> made? You may be able to get this from the archive, but you may have to read publications from the analysis.</p> <p>You should maintain detailed notes about <i>your</i> process through this to ensure readers are aware of choices you have made.</p>  |
| <b>Ethical Issues</b>  | <p>How was consent obtained in the original study?</p> <p>What ethical considerations do you need to make? Do they align with professional guidelines?</p> <p>What ethical guidance is provided by the repository?</p>   |

## Top Tips

1. **Read the entire dataset thoroughly** before making firm decisions on questions or subsections. Demographic data may suggest that the perspective of a particular gender, age, ethnicity etc... may be an easy route into reanalyzing the data - but is it *meaningful*? Does it produce a new insight?
2. **Read publications from the research team** that have used the data. Try to get into their 'mindset' of *why* they got to those conclusions.
3. **Read ALL supplementary information thoroughly** – consent forms, information sheets, coding frameworks...anything you can get your hands on! These often help you understand the perspective taken by the researchers.
4. Familiarizing yourself with the supplementary data will also help you to grasp any **ethical issues**. You may be conducting QSA, but you must still think about the ethical issues related to your data. **You still have a duty of care to the participants and must not misuse the data in any way**. This includes breaching confidentiality and ensuring that you do not incorrectly interpret the data presented.
5. Think carefully about why the data was gathered in the first place, and if the researchers adopt a similar perspective to your disciplinary area.
6. Keep **detailed notes** of the decisions you made. Keep a diary (OneNote may be useful for this) and note down *everything*. For every decision you make, provide a justification. Begin to link it with literature when you can. This will help you write your methodology section.
7. If you are confused – **ask someone**. Similarly, do not underestimate the emotional impact that engaging with QSA can have on you. Reading anonymized accounts, particularly if they are discussing sensitive topics can have a negative impact on your own mental health. You are welcome to contact me for additional advice or support on QSA.

## Finding Data

To conduct QSA, you need some data. Data can be obtained by accessing a recognised repository.

| Table 2: Online repositories containing archived qualitative data |   |
|---|---|
| <b>1. Mass Observation Online</b>                                 |   |
| <b>Links</b>  | <p><b>Main site:</b><br/> <a href="http://www.massobservation.amdigital.co.uk/">http://www.massobservation.amdigital.co.uk/</a></p> <p><b>Topic Collections:</b><br/> <a href="http://www.massobservation.amdigital.co.uk/Documents/Landing">http://www.massobservation.amdigital.co.uk/Documents/Landing</a></p>   |
| <b>What is it?</b>  | <p>“This resource offers revolutionary access to one of the most important archives for the study of Social History in the modern era. Explore original manuscript and typescript papers created and collected by the Mass Observation organisation, as well as printed publications, photographs and interactive features.”</p>  |
| <b>How do I access it?</b>  | <p>Can be accessed (for free) through the UK Access Management Federation using your GUID login.</p>  |
| <b>What types of data are available?</b>                          | <p>Mostly qualitative: Data includes diaries, interviews, visual data on a range of sociohistorical topics – gathered via personal volunteers recording their experiences, or via researcher-led data collection.</p> <p>To find data:</p> <ul style="list-style-type: none"> <li>• Click <b>Contents</b> to see the different types available.</li> <li>• <b>Contents &gt; Topic Collections</b> allows you to get access to ‘themed’ data, including: <ul style="list-style-type: none"> <li>○ Family planning (1944-49)</li> <li>○ Happiness (1938)</li> <li>○ Sexual Behaviour (1939-50)</li> <li>○ Health (1939-47)</li> </ul> </li> </ul> |
| <b>2. Timescapes</b>  |   |
| <b>Links</b>  | <p><b>Information:</b><br/> <a href="https://timescapes-archive.leeds.ac.uk/">https://timescapes-archive.leeds.ac.uk/</a></p> <p><b>Using the Archive:</b><br/> <a href="https://timescapes-archive.leeds.ac.uk/using-the-archive/">https://timescapes-archive.leeds.ac.uk/using-the-archive/</a></p> <p><b>Data Repository:</b><br/> <a href="http://timescapes.researchdata.leeds.ac.uk/">http://timescapes.researchdata.leeds.ac.uk/</a></p>   |
| <b>What is it?</b>  | <p>“The Timescapes Archive is a specialist resource of Qualitative Longitudinal (QL) Research data. It was first set up in 2010 under the <a href="#">ESRC Timescapes Initiative</a>, and has since undergone further development under the ESRC <a href="#">Changing Landscapes for the Third Sector</a> project.”</p>   |
| <b>How do I access it?</b>  | <p>The <b>Using the Archives</b> page - <a href="https://timescapes-archive.leeds.ac.uk/using-the-archive/">https://timescapes-archive.leeds.ac.uk/using-the-archive/</a> - provides a thorough and</p>   |

|   |   |
|---|---|
|   | <p>comprehensive guide to working with this repository. It includes the appropriate research documentation (consent forms, information sheets) that are a key essential in familiarising one's self with the data.</p> <p><b>IMPORTANT:</b> If you wish to access the archive, you must contact Dr Kahryn Hughes <a href="mailto:k.a.hughes@leeds.ac.uk">k.a.hughes@leeds.ac.uk</a> to ask for permission. It is free to access this service, but you must seek approval from Dr Hughes to be able to do so. For more information, see: <a href="https://timescapes-archive.leeds.ac.uk/using-the-archive/register/">https://timescapes-archive.leeds.ac.uk/using-the-archive/register/</a></p>   |
| <p><b>What types of data are available?</b></p> | <p>“Based at the University of Leeds, the archive is open to researchers seeking to conduct secondary analysis of social research data. It offers exciting possibilities for analysing data through time, over the life course and across the generations. It is possible, for example, to bring together data on parenting across the generations, exploring young people's experiences of being parented and their aspirations for becoming parents, early and midlife transitions to parenthood and the shifting nature of parent / child relationships in early, mid and later life.”</p> <p>To find data:</p> <ul style="list-style-type: none"> <li>• Go to: <a href="http://timescapes.researchdata.leeds.ac.uk/">http://timescapes.researchdata.leeds.ac.uk/</a></li> <li>• Click on <b>Browse Repository &gt; Project</b>. Projects that may be of interest to MVLS students include: <ul style="list-style-type: none"> <li>○ <b>Choice &amp; Change:</b> explored the realities of exercising choice about support and other related services in the context of changing circumstances for disabled young people, adults and older people. Longitudinal. Creative methods. Interviews and participant observation.</li> <li>○ <b>Dynamics of Motherhood:</b> explored dynamics of family life across the generations, following the arrival of a new child. Longitudinal data.</li> <li>○ <b>Following Young Fathers:</b> the lived experiences and support needs of young fathers.</li> <li>○ <b>Work &amp; Family Lives:</b> explored how parents and children living under different socio-economic and labour market conditions both generated and resolved work and family issues. Longitudinal interviews.</li> <li>○ <b>Young Lives and Times:</b> This study followed an age cohort of young people to explore the unfolding of their personal and family relationships over time, and their changing educational aspirations and achievements. Longitudinal data - case studies.</li> </ul> </li> </ul> |
| <p><b>3. UK Data Archive</b></p>                |   |
| <p><b>Links</b></p>                             | <p><a href="https://www.data-archive.ac.uk/find/">https://www.data-archive.ac.uk/find/</a></p>  |

|  |  |
|--|--|
| <b>What is it?</b>   | <p>“Based at the University of Essex, we are the lead partner of the <a href="#">UK Data Service</a>, providing researchers with support, training and access to the UK’s largest collection of social, economic and population data. Funded by <a href="#">UK Research and Innovation</a>, through the <a href="#">Economic and Social Research Council</a>, we provide a Trusted Digital Repository for national data resources including many surveys conducted by the <a href="#">Office for National Statistics</a>, national centres for social research and Census data.”</p>   |
| <b>How do I access it?</b>   | <p>You need to register for the site with your GUID in order to access any data. Some datasets are freely available to registered users, while others you need to contact the depositor for permission. Each ‘Study’ page contains the information you need to do this.</p> <ul style="list-style-type: none"> <li>• <b>Advice for new users:</b> <a href="https://www.ukdataservice.ac.uk/help/new-user.aspx">https://www.ukdataservice.ac.uk/help/new-user.aspx</a></li> <li>• <b>FAQ:</b> <a href="https://www.ukdataservice.ac.uk/help/faq.aspx">https://www.ukdataservice.ac.uk/help/faq.aspx</a></li> </ul>                                      |
| <b>What types of data are available?</b>   | <p>Mostly quantitative, but you can use the filters on the left-hand side of the screen to filter for qualitative data (Data Type: ‘Qualitative and Mixed Methods’). There are a wide range of studies, each with different types of data.</p> <p>Example studies for MVLS students:</p> <ul style="list-style-type: none"> <li>• <a href="#">‘Effectiveness and cost-effectiveness trial of humanistic counselling in schools for young people with emotional distress (ETHOS) 2016-2019’</a></li> <li>• <a href="#">‘A feminist, participatory and assets-based exploration of women’s experiences of ageing with HIV in London 2017’</a></li> </ul> |
| <b>4. Other</b>  |  |
| <b>Links</b><br><i>These are of varied quality – please discuss with someone prior to use.</i> | <ul style="list-style-type: none"> <li>• <a href="#">Consortium of European Social Science Data Archives</a></li> <li>• <a href="#">Australian Data Archive</a></li> <li>• <a href="#">Finnish Data Archive</a></li> </ul>   |

## Reading Lists

Essential reading denoted by asterisks (\*/\*\*).

### *Recommended General Reading:*

**Bishop, L.** (2007). A Reflexive Account of Reusing Qualitative Data: Beyond Primary/Secondary Dualism. *Sociological Research Online*, 12(3), 43–56. <https://doi.org/10.5153/sro.1553>

\* **Chatfield, S. L.** (2020). Recommendations for Secondary Analysis of Qualitative Data. *The Qualitative Report*, 25(3), 833-842. Retrieved from <https://nsuworks.nova.edu/tqr/vol25/iss3/17>

**Corti, L.** (2007) 'Re-using archived qualitative data – where, how, why?'. *Archival Science* 7, 37–54. <https://doi.org/10.1007/s10502-006-9038-y>

\*\* **Corti, L.** (2018). Data collection in secondary analysis. In Flick, U. (Ed.) *The Sage handbook of qualitative data collection* (pp. 164-181). London: SAGE Publications Ltd. doi: 10.4135/9781526416070 [available as an eBook via UofG Library]

**Heaton, J.** (1998) 'Secondary analysis of qualitative data', *Social Research* 22, University of Surrey. Available at: <http://sru.soc.surrey.ac.uk/SRU22.html>.

**Hinds, P.S., Vogel, R.J. and Clarke-Steffen, L.** (1997) 'The possibilities and pitfalls of doing a secondary analysis of a qualitative data set'. *Qualitative Health Research* 7: 408–424.

**Ruggiano, N., & Perry, T. E.** (2019). Conducting secondary analysis of qualitative data: Should we, can we, and how? *Qualitative Social Work*, 18(1), 81–97. <https://doi.org/10.1177/1473325017700701>

**Sherif, V.** (2018). Evaluating preexisting qualitative research data for secondary analysis. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* 19(2). <http://dx.doi.org/10.17169/fqs-19.2.2821>

**Tarrant, A. & Hughes, K.** (2020). [The re-use of qualitative data is an under-appreciated field for innovation and the creation of new knowledge in the social sciences](#). *Impact of Social Sciences Blog* (08 Jun 2020).

**Tarrant, A., & Hughes, K.** (2019). Qualitative secondary analysis: Building longitudinal samples to understand men's generational identities in low income contexts. *Sociology*, 53(3), 538-553.

\*\* **Wästerfors, D., Åkerström, M. & Jacobsson, K.** (2014). Reanalysis of qualitative data. In Flick, U. *The SAGE handbook of qualitative data analysis* (pp. 467-480). London: SAGE Publications Ltd. doi: 10.4135/9781446282243 [available as an eBook via UofG Library]

### *Special Issue in Qualitative Research Forum:*

\*\* **Corti, L., Witzel, A., & Bishop, L.** (2005). On the potentials and problems of secondary analysis. An introduction to the FQS special issue on secondary analysis of qualitative data. In *Forum Qualitative Sozialforschung*, 6(1). <http://www.qualitative-research.net/index.php/fqs/article/view/498>

**VIEW SPECIAL ISSUE HERE:** <http://www.qualitative-research.net/index.php/fqs/issue/view/13>

*QSA as a Research Method*

**Baker, S.** (2010) 'Reflections on Secondary Analysis of the 'Siblings and Friends' Data'. *Timescapes Guidance Document*. Available at: <https://timescapes-archive.leeds.ac.uk/wp-content/uploads/sites/47/2018/04/Project-1-Secondary-Analysis-Pilot.pdf>

**Bishop, L., & Kuula-Luumi, A.** (2017). Revisiting Qualitative Data Reuse: A Decade On. *SAGE Open*. <https://doi.org/10.1177/2158244016685136>

**Camfield, L., & Palmer-Jones, R.** (2013). Improving the quality of development research: What could archiving qualitative data for reanalysis and revisiting research sites contribute? *Progress in Development Studies*, 13(4), 323–338. <https://doi.org/10.1177/1464993413490481>

**Coltart, C., Henwood, K., & Shirani, F.** (2013). Qualitative Secondary Analysis in Austere Times: Ethical, Professional and Methodological Considerations. *Historical Social Research / Historische Sozialforschung*, 38(4 (146)), 271-292. [www.jstor.org/stable/24142699](http://www.jstor.org/stable/24142699)

**Corti, L., Eynden, V. v. d., Bishop, L., & Woollard, M.** (2014). *Managing and sharing research data: A guide to good practice*. Los Angeles: SAGE.

- Chapter 10 very useful
- NB: only available in hard copy – contact the library to see if eBook available.
- Additionally, lots of e-resources accompany the book here:  
<https://study.sagepub.com/corti2e>

**Fielding, N.** (2004). Getting the most from archived qualitative data: epistemological, practical and professional obstacles. *International Journal of Social Research Methodology*, 7(1), 97-104. Retrieved from <https://doi.org/10.1080/13645570310001640699>

**Irwin, S., & Winterton, M.** (2012). Qualitative Secondary Analysis and Social Explanation. *Sociological Research Online*, 17(2), 1–12. <https://doi.org/10.5153/sro.2626>

**Long-Sutehall, T., Sque, M., & Addington-Hall, J.** (2011). Secondary analysis of qualitative data: a valuable method for exploring sensitive issues with an elusive population? *Journal of Research in Nursing*, 16(4), 335–344. <https://doi.org/10.1177/1744987110381553>

**Morrow, V., Boddy, J. and Lamb, R.** (2014) 'The ethics of secondary data analysis: learning from the experience of sharing qualitative data from young people and their families in an international study of childhood poverty'. *Working Paper. National Centre for Research Methods*, Southampton. [http://sro.sussex.ac.uk/id/eprint/49123/1/NOVELLA\\_NCRM\\_ethics\\_of\\_secondary\\_analysis.pdf](http://sro.sussex.ac.uk/id/eprint/49123/1/NOVELLA_NCRM_ethics_of_secondary_analysis.pdf)

*QSA in Action*

- Blödt, S., Kaiser, M., Adam, Y., Adami, S., Schultze, M., Müller-Nordhorn, J., & Holmberg, C.** (2018). Understanding the role of health information in patients' experiences: secondary analysis of qualitative narrative interviews with people diagnosed with cancer in Germany. *BMJ open*, 8(3), e019576. <https://bmjopen.bmj.com/content/8/3/e019576>
- Chew-Graham, C., Kovandžić, M., Gask, L., Burroughs, H., Clarke, P., Sanderson, H., & Dowrick, C.** (2012). Why may older people with depression not present to primary care? Messages from secondary analysis of qualitative data. *Health & Social Care in the Community*, 20(1), 52-60.
- Dahlke, S, Hall, WA, Baumbusch, J.** (2017) Constructing definitions of safety risks while nurses care for hospitalised older people: Secondary analysis of qualitative data. *Int J Older People Nurs*; 12:e12148. <https://doi.org/10.1111/opn.12148>
- Funk, L. M., Stajduhar, K. I., & Outcalt, L.** (2015). What family caregivers learn when providing care at the end of life: A qualitative secondary analysis of multiple datasets. *Palliative & supportive care*, 13(3), 425-433.
- Gregory, A., Arai, L., MacMillan, H. L., Howarth, E., & Shaw, A.** (2020). Children's experiences and needs in situations of domestic violence: A secondary analysis of qualitative data from adult friends and family members of female survivors. *Health & Social Care in the Community*, 28(2), 602-614.
- Ip, A., Muller, I., Geraghty, A. W. A., McNiven, A., Little, P., & Santer, M.** (2019). Young people's perceptions of acne and acne treatments: secondary analysis of qualitative interview data. *British Journal of Dermatology*. <https://onlinelibrary.wiley.com/doi/full/10.1111/bjd.18684>
- Jackson, D., Hutchinson, M., Peters, K., Luck, L., & Saltman, D.** (2013). Understanding avoidant leadership in health care: findings from a secondary analysis of two qualitative studies. *Journal of nursing management*, 21(3), 572-580.
- Noble, H., Price, J. E., & Porter, S.** (2015). The challenge to health professionals when carers resist truth telling at the end of life: a qualitative secondary analysis. *Journal of Clinical Nursing*, 24(7-8), 927-936.
- Tarrant, A., & Hughes, K.** (2019). Qualitative secondary analysis: Building longitudinal samples to understand men's generational identities in low income contexts. *Sociology*, 53(3), 538-553.
- Tate, J. A., & Choi, J.** (2020). Positive Appraisal of Caregiving for Intensive Care Unit Survivors: A Qualitative Secondary Analysis. *American Journal of Critical Care*, 29(5), 340-349.

## Appendix A: Analysing Qualitative Data

As stated, this document does not cover *how* to analyse your data. However, some starting points and recommended reading are listed below. You should speak to your research methods lecturer and/or supervisor for more guidance on this matter.

### General

I would strongly recommend Johnny Saldaña’s work to help you:

- **Saldaña, J.** (2016). *The coding manual for qualitative researchers* (3E [Third]. ed.). London: SAGE Publications Ltd – this is available in the library, but *not* available as an ebook. A scanned copy of the second edition has been shared by Saldaña - see [here](#).

**Hennink, M. M., Kaiser, B. N., & Marconi, V. C.** (2017). Code Saturation Versus Meaning Saturation: How Many Interviews Are Enough? *Qualitative Health Research*, 27(4), 591–608. <https://doi.org/10.1177/1049732316665344>

**Kuckartz, U.** (2014). *Qualitative text analysis: A guide to methods, practice and using software*. Los Angeles: SAGE. (available as an eBook via UofG Library)

**Morse, J. M.** (1997). “Perfectly Healthy, but Dead”: The Myth of Inter-Rater Reliability. *Qualitative Health Research*, 7(4), 445–447. <https://doi.org/10.1177/104973239700700401>

**Sandelowski, M., & Leeman, J.** (2012). Writing Usable Qualitative Health Research Findings. *Qualitative Health Research*, 22(10), 1404–1413. <https://doi.org/10.1177/1049732312450368>

**Woolf, N. H. & Silver, C.** (2018). *Qualitative analysis using NVivo: The five-level QDA’ method*. New York: Routledge.

### Thematic

#### Key paper:

- **Braun, V., & Clarke, V.** (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

**Braun, V. & Clarke, V.** (2020). Can I use TA? Should I use TA? Should I *not* use TA? Comparing reflexive thematic analysis and other pattern-based qualitative analytic approaches. *Counselling and Psychotherapy Research*. Early View: <https://doi-org.ezproxy.lib.gla.ac.uk/10.1002/capr.12360>

**Braun, V., & Clarke, V.** (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, 11(4), 589-597.

**Braun, V., & Clarke, V.** (2014). What can “thematic analysis” offer health and wellbeing researchers?. *International journal of qualitative studies on health and well-being*, 9.

**Braun V., Clarke V., Hayfield N., Terry G.** (2019) Thematic Analysis. In: Liamputtong P. (eds) *Handbook of Research Methods in Health Social Sciences*. Springer, Singapore (available online through UofG library)

**DeSantis, L., & Ugarriza, D. N.** (2000). The Concept of Theme as Used in Qualitative Nursing Research. *Western Journal of Nursing Research*, 22(3), 351–372.  
<https://doi.org/10.1177/019394590002200308>

**Guest, G., MacQueen, K. M., & Namey, E. E.** (2012). *Applied thematic analysis*. Thousand Oaks, California: SAGE Publications. (available online through UofG library)

**Ryan, G. W., & Bernard, H. R.** (2003). Techniques to Identify Themes. *Field Methods*, 15(1), 85–109. <https://doi.org/10.1177/1525822X02239569>

### Others

**Gale, N.K., Heath, G., Cameron, E. et al.** (2013) Using the framework method for the analysis of qualitative data in multi-disciplinary health research. *BMC Med Res Methodol* **13**, 117.  
<https://doi.org/10.1186/1471-2288-13-117>

**Neale, J.** (2016). Iterative categorization (IC): a systematic technique for analysing qualitative data. *Addiction*, 111(6), 1096-1106.

**Parkinson, S., Eatough, V., Holmes, J., Stapley, E., & Midgley, N.** (2016). Framework analysis: a worked example of a study exploring young people’s experiences of depression. *Qualitative Research in Psychology*, 13(2), 109-129.

**Smith, J., & Firth, J.** (2011). Qualitative data analysis: The framework approach. *Nurse Researcher*, 18(2), 52-62. doi:10.7748/nr2011.01.18.2.52.c8284

**Vaismoradi, M., & Snelgrove, S.** (2019). Theme in qualitative content analysis and thematic analysis. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 20, No. 3).  
<http://www.qualitative-research.net/index.php/fqs/article/view/3376>

**Wilkinson, S.** (2000). Women with Breast Cancer Talking Causes: Comparing Content, Biographical and Discursive Analyses. *Feminism & Psychology*, 10(4), 431–460.  
<https://doi.org/10.1177/0959353500010004003>

### Software

Computer-assisted qualitative data analysis software (CAQDAS) is available for you to use on your own computer for free via the university. Currently, the only package supported by the university is NVivo. If you wish to use NVivo, please follow the guidance below:

<https://www.gla.ac.uk/myglasgow/it/software/statistics/#nvivo>

Please note – Nvivo differs by Operating System, so the Windows and Mac versions are slightly different.

### Resources to aid your use:

- NVivo 10 for Windows – ‘Getting Started’ Guide:  
<https://download.qsrinternational.com/Document/NVivo10/NVivo10-Getting-Started-Guide.pdf>

- NVivo by QSR YouTube channel has lots of helpful training videos:  
<https://www.youtube.com/channel/UCnfY7xiVmJ-y0Y3cFN0MJw>
- UofG NVivo Training is currently being delivered via video link. You need to connect via VPN to book a place – more information can be found here:  
<https://www.gla.ac.uk/myglasgow/it/training/spreadsheetsdatabasesstatistics/#introductionvivo>