

## Qualitative Research in the Management Science (D012963)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits 4.0** **Study time 120 h**

**Course offerings and teaching methods in academic year 2025-2026**

A (semester 2)	Dutch	Gent		
			lecture	
			practical	0.0h
			group work	0.0h
			seminar	
			independent work	

**Lecturers in academic year 2025-2026**

De Pourcq, Kaat EB23 lecturer-in-charge

**Offered in the following programmes in 2025-2026**

	crdts	offering
<a href="#">Linking Course Master of Science in Health Care Management and Policy</a>	4	A
<a href="#">Preparatory Course Master of Science in Health Care Management and Policy</a>	4	A

**Teaching languages**

Dutch

**Keywords**

Qualitative reserach, qualitative research approaches, case study research, phenomenology, narrative research, ethnography, grounded theory, action research, qualitative data-analysis, coding, interpreting, Nvivo

**Position of the course**

This course aims to familiarize students with different qualitative research approaches and their relevance in managerial, health-related and socially relevant contexts.

More particularly, students gain insight into the essential characteristics of different qualitative research approaches and the way in which these approaches can be implemented in a managerial, health-related and socially relevant context with specific attention for developing a qualitative research design in relation to a specific research- or policy problem and gathering, analyzing, and reporting qualitative data.

Additionally, students are challenged to critically reflect upon extant (inter)national research in a managerial, health-related and socially relevant context and apply the different steps in a qualitative research process and reflect upon these steps in group and individually.

**Contents**

**The nature of qualitative research**

- Qualitative versus quantitative research
- The role of qualitative research in managerial, health-related and socially relevant contexts
- Essential characteristics of different qualitative research approaches, more particularly phenomenology, grounded theory, narrative research, ethnographic research, case study research, and action research.

**The implementation of different qualitative research approaches**

- Research design in relation to research or policy problem
- Gathering qualitative data (incl. access to data)
- Analyzing qualitative data (incl. difference between inductive, deductive, and abductive research)
- Reporting qualitative data
- Ethical issues associated with the qualitative research process

**Data gathering and analysis techniques**

- Qualitative data gathering techniques in practice with specific attention for interviews, observations, and documents
- Qualitative data-analysis in practice with specific attention for qualitative data analysis with Nvivo

### Initial competences

You can download the list of prerequisites on [oasis.ugent.be?](https://oasis.ugent.be/cursuscode=D012963&taal=en)  
[cursuscode=D012963&taal=en](https://oasis.ugent.be/cursuscode=D012963&taal=en).

You can download the repernication report at <https://www.ugent.be/ge/nl/studenten/monitoraat/trajectbegeleiding/git/gelijktijdigheid/management-en-beleid-van-de-gezondheidszorg.pdf>.

The courses "Methodology: Quantitative Research for Health Care", "Statistics for Health Care: Theory" and "Statistics for Health Care: Data Analysis" must be taken simultaneously. The students have a good basic knowledge of English.

### Final competences

- 1 **Understand** the importance of qualitative versus quantitative research to tackle research and policy problems, thereby paying specific attention to wicked problems in managerial, health-related and socially relevant contexts.
- 2 **Understand** the essential characteristics and the implementation of different qualitative research approaches to tackle policy- and research problems, more particularly grounded theory, phenomenology, ethnography, narrative research, case study research and action research.
- 3 **Critically reflect** upon the appropriateness of qualitative research approaches and the way in which qualitative research approaches are implemented to address specific policy and reseach problems in (inter)national research with specific attention for the research questions/aims, the research design, the data gathering and analysis, reporting, and research ethics
- 4 **Critically reflect** upon the own skills to implement qualitative research approaches
- 5 **Apply** qualitative research approaches in relation to specific research and policy problems in **a thoughtful way** with specific attention for formulating research questions/goals, developing a research design, and research ethics
- 6 **Apply** different techniques to gather qualitative data in a **thoughtful way** with specific attention for interviews, observations, and documents
- 7 **Apply** different techniques to analyze and report qualitative data in **a thoughtful way** with specific attention for the inductive, deductive, and abductive logic
- 8 **Report critical reflections** with regard to extant (inter)national research based upon qualitative research approaches, the own implementation of qualitative research approaches, and the own skills to implement qualitative research approaches in an oral and/or written way

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Group work, Seminar, Lecture, Practical, Independent work

### Extra information on the teaching methods

During this courses, different didactical methods are combined to allow students to achieve the learning objectives.

**Lectures** - whether or not online - allow students to gain insight into qualitative versus quantitative research to address research and policy problems in a managerial, health-related and socially relevant context and the essential characteristics and the implementation of different qualitative research approaches to address policy and research problems.

Additionally, extra readings are provided via Ufora.

Critical reflection about the appropriateness of qualitative research approaches and the way in which these research approaches are implemented to address specific policy and research problems in (inter)national research happens during (online) **seminars with guided exercises and/or online discussion groups**.

The application of qualitative research approaches in relation to specific research and policy problems happens by means of a **group assignment** and critical reflection upon one's own skills to implement qualitative research approaches by means of an **individual assignment**.

Finally, an (online) **seminar with guided exercises** and a **practicum** with NVivo software are organized to apply respectively qualitative data gathering and analysis techniques.

### Study material

Type: Handbook

Name: Qualitative Inquiry and Research Design: Choosing among Five Approaches

Indicative price: € 80

Optional: yes

Language : English

Author : John W. Creswell, Cheryl N. Poth

ISBN : 1-506-33020-7

Number of Pages : 488

Oldest Usable Edition : 4th edition

Online Available : No

Available in the Library : Yes

Available through Student Association : No

Additional information: Students cannot attend the classes, can use the book as background information for the slides and the scientific papers.

Type: Slides

Name: Online presentations lectures and seminars

Indicative price: € 7

Optional: no

Language : Dutch

Number of Slides : 300

Available on Ufora : Yes

Available in the Library : Yes

Additional information: It is recommended that students print out the slides for the open book exam at the end of the course.

Type: Reader

Name: Articles from scientific journals

Indicative price: € 7

Optional: no

Language : English

Number of Pages : 200

Available on Ufora : Yes

Online Available : Yes

Available in the Library : Yes

Available through Student Association : No

Additional information: It is recommended that students print out the slides in preparation for the open book exam at the end of the course.

### References

Mortelmans, D. (2013). Handboek kwalitatieve onderzoeksmethoden. Leuven/Den Haag: Acco.  
Creswell John W., Qualitative inquiry and research design: choosing among five approaches.  
Sage Publications, 2018

### Course content-related study coaching

Students are invited to ask questions before, during, and after lectures and can use the discussion space on Ufora. During the seminars, students can get extra support from the professor/assistant. Finally, feedback sessions are organized in relation to the group and individual assignment.

### Assessment moments

end-of-term and continuous assessment

### Examination methods in case of periodic assessment during the first examination period

Written assessment open-book

### Examination methods in case of periodic assessment during the second examination period

Written assessment open-book

### Examination methods in case of permanent assessment

Skills test, Assignment

### Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

#### **Extra information on the examination methods**

The end-of-term evaluation happens by means of an open book exam and accounts for 50% of the final score.

The permanent evaluation counts for 50% of the final score and involves a report associated with the group assignment and an individual report in which students reflect upon their own data analysis skills.

#### **Calculation of the examination mark**

End-of-term evaluation: 50%

Permanent evaluation: 50%

To pass, a student should pass both the end-of-term and the permanent part of the evaluation.

Second examination session: depending on the deficit a written exam and/or exercise.

If you have less than 10/20 for one of the two evaluation forms (i.e., end-of-term evaluation and permanent evaluation), you can no longer pass the course as a whole. If the final score is a grade of ten or more out of twenty, this will be reduced to the highest unpassed grade (i.e. 9/20).