

Guidelines for writing and assessment of qualitative study designs

		Yes	No	Comments
	Abstract			
	Structured, up to 250 words Objective (in SMART form) Study design (clearly mention main and sub type example grounded theory and its sub type, eg. Constructivist approach, emergent design. Same applies to mixed method designs (action research designs) Place and duration of study Methods Results Conclusion (no recommendations) Key words (3 -5)			
	Introduction			
1	The issue is described clearly and corresponds to the current state of knowledge.			
2	The research question and objectives are clearly stated and are relevant to qualitative research (e.g., the process of clinical or pedagogical decision-making).			
	Methods			
3	The context of the study and the researchers' roles are clearly described (e.g. setting in which the study takes place, bias).			
4	The method is appropriate for the research question (e.g. grounded theory, action research, mixed methodology design describing which one is used first and why and what are their sub types etc).			
5	The selection of participants is appropriate to the research question and to the method selected (e.g. key participants, deviant cases).			
6	The process for collecting data is clear and relevant (e.g. interview, focus group, data saturation).			
7	Data analysis is credible (e.g. triangulation, member checking).			
	Results			
8	The main results are presented clearly.			
9	Use table to describe themes generated from data. The quotations shall put against such themes as verbatim. If these are translated from other language to English then describe process of conversion and its validity.			
	Discussion			
10	The results are interpreted in credible and innovative ways.			
11	The limitations of the study are presented (e.g. transferability).			
12	The verbatim from transcripts are not required. Only discuss findings and critique them. Reference can be made to table in relation to themes generated from study.			
	Conclusion			
13	The conclusion presents a synthesis of the study and proposes avenues for further research.			
	General Instructions:			
14	IRB / ERC Approval mentioned in text and LETTER submitted			
15	Conflict of Interest Declared			
16	Purpose of Research as requirement of degree / diploma if applicable mentioned			

Adopted from Cote L, Turgeon J. Appraising qualitative research articles in medicine and medical education. Med. Teacher, Vol. 27, No. 1, 2005, pp 71-75