



CASP Checklist: 10 questions to help you make sense of a Qualitative research

How to use this appraisal tool: Three broad issues need to be considered when appraising a qualitative study:

Are the results of the study valid? (Section A)
What are the results? (Section B)

Will the results help locally? (Section C)

The 10 questions on the following pages are designed to help you think about these issues systematically. The first two questions are screening questions and can be answered quickly. If the answer to both is "yes", it is worth proceeding with the remaining questions. There is some degree of overlap between the questions, you are asked to record a "yes", "no" or "can't tell" to most of the questions. A number of italicised prompts are given after each question. These are designed to remind you why the question is important. Record your reasons for your answers in the spaces provided.

About: These checklists were designed to be used as educational pedagogic tools, as part of a workshop setting, therefore we do not suggest a scoring system. The core CASP checklists (randomised controlled trial & systematic review) were based on JAMA 'Users' guides to the medical literature 1994 (adapted from Guyatt GH, Sackett DL, and Cook DJ), and piloted with health care practitioners.

For each new checklist, a group of experts were assembled to develop and pilot the checklist and the workshop format with which it would be used. Over the years overall adjustments have been made to the format, but a recent survey of checklist users reiterated that the basic format continues to be useful and appropriate.

Referencing: we recommend using the Harvard style citation, i.e.: Critical Appraisal Skills Programme (2018). CASP (insert name of checklist i.e. Qualitative) Checklist. [online] Available at: URL. Accessed: Date Accessed.

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## Paper for appraisal and reference:

Section A: Are the results valid?		
1. Was there a clear statement of the aims of the research?	Yes Can't Tell	HINT: Consider  • what was the goal of the research  • why it was thought important  • its relevance
Comments:		
2. Is a qualitative methodology appropriate?	Yes Can't Tell No	HINT: Consider  • If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants  • Is qualitative research the right methodology for addressing the research goal
Comments:		
Is it worth continuing?		
3. Was the research design appropriate to address the aims of the research?	Yes  Can't Tell  No	HINT: Consider  • if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)
Comments:		



4. Was the recruitment strategy appropriate to the aims of the research?	Yes  Can't Tell  No	HINT: Consider      If the researcher has explained how the participants were selected     If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study     If there are any discussions around recruitment (e.g. why some people chose not to take part)
Comments:		
5. Was the data collected in a way that addressed the research issue?	Can't Tell  No	<ul> <li>If the setting for the data collection was justified</li> <li>If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)</li> <li>If the researcher has justified the methods chosen</li> <li>If the researcher has made the methods explicit (e.g. for interview method, is there</li> </ul>
		an indication of how interviews are conducted, or did they use a topic guide)  • If methods were modified during the study. If so, has the researcher explained how and why  • If the form of data is clear (e.g. tape recordings, video material, notes etc.)  • If the researcher has discussed saturation of data
Comments:		



6. Has the relationship between researcher and participants been adequately considered?	Yes  Can't Tell  No  If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location  How the researcher responded to events during the study and whether they considered the implications of any changes in the research design
Comments:	
Section B: What are the results?	
7. Have ethical issues been taken into consideration?	Yes  Can't Tell  No  If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained  If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)  If approval has been sought from the ethics committee
Comments:	



8. Was the data analysis	Yes	HINT: Consider
sufficiently rigorous?	Can't Tell	<ul> <li>If there is an in-depth description of the analysis process</li> </ul>
	Call Clell	<ul> <li>If thematic analysis is used. If so, is it clea</li> </ul>
	No	how the categories/themes were derived
		from the data
		Whether the researcher explains how the
		data presented were selected from the
		original sample to demonstrate the analysis process
		<ul> <li>If sufficient data are presented to support the findings</li> </ul>
		<ul> <li>To what extent contradictory data are taken into account</li> </ul>
		Whether the researcher critically examined
		their own role, potential bias and influence
		during analysis and selection of data for
		presentation
Comments:		
Comments:		
9. Is there a clear statement	Yes	HINT: Consider whether
		If the findings are explicition
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9. Is there a clear statement	Can't Tell	<ul> <li>If the findings are explici</li> <li>If there is adequate discussion of the evidence both for and against the</li> </ul>
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## Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider

- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant researchbased literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments:			