



Module Specification

Research Design and Analysis 1

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Part 1: Information

Module title: Research Design and Analysis 1

Module code: USPJL7-30-1

Level: Level 4

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module introduces students to foundational elements of research design and analysis, with an emphasis on introducing students to strategies for good practice in research, approaches to quantitative and qualitative design, and methods of quantitative and qualitative analysis.

Features: Not applicable

Educational aims: This module aims to:

Develop students' understanding of research design and analysis

Provide students with foundational knowledge of qualitative and quantitative research techniques

Introduce students to research good practice strategies, including replication and pre-registration

Support students ability to communicate research findings

Outline syllabus: The syllabus includes:

An introduction to experimental design: independent and dependent variables, confounding variables, extraneous variables and control of these variables through methods such as randomisation and counter balancing. Comparison of between subjects, within subjects, matched pairs and mixed designs.

Approaches to qualitative data collection and analysis: observation and questionnaire development.

Use of spreadsheet, statistical and graphics software to obtain descriptive statistics and to construct tables and graphs.

Data summary and presentation: tables, bar charts, pictograms, histograms, cumulative charts, and scatter plots.

Types of data: Inductive and deductive approaches and their relationship to qualitative and quantitative data; obtaining nominal, ordinal, interval and ratio data.

Descriptive statistics: frequency distributions, measures of central tendency and dispersion. The normal and binomial distribution: rationale and use.

Theories of measurement and psychological testing: Measurement error, validity, reliability and generalizability.

Parametric and non parametric tests for within and between subjects designs - t tests, Wilcoxon and Mann-Whitney tests, chi square test for contingency tables and one way Anova.

Measures of association – Pearson's and Spearman's correlation coefficients, simple linear regression.

Ethical issues in research.

Part 3: Teaching and learning methods

Teaching and learning methods: A variety of pedagogical approaches are used to ensure the active engagement of students. Scheduled learning includes lectures, seminars, practical classes and workshops. Independent learning includes hours engaged with essential reading, assignment preparation and completion.

The module will use videos, pdfs, and self-directed on-line learning to establish basic knowledge and understanding, followed by group seminars/practicals to gain hands on experience constructing, organising, and analysing information. Discussion and feedback is a continuous aspect of the module occurring at the group level and on individual assignments where appropriate.

Students will be enabled to use the VLE to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (for example, blogs, journals, audio, video, discussion boards, wikis). Moreover, students will be able to communicate with their instructors using university sponsored tools (such as Office 365).

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Understand the basic principles of experimental design (quantitative and qualitative) and its relationship to statistical analysis.

MO2 Distinguish, summarise, and analyse different types of information and data using appropriate information technology.

MO3 Recognise and demonstrate an understanding for the ethical issues involved in research.

MO4 Demonstrate an understanding of the perspective of the participant in research.

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspjl7-30-1.html) via the following link <https://uwe.rl.talis.com/modules/uspjl7-30-1.html>

Part 4: Assessment

Assessment strategy: Assessments have been designed to encourage engagement with the module, critical evaluation, and self-directed study. Each assessments contains elements appraising students understanding of different methodological approaches to psychology. Engagement activities and research participation (assessment 3) support students in covering the breadth of British Psychological Society (BPS) curriculum requirements.

Assessment task 1

- i. A written pre-registration report of a maximum of 1500 words based on the research project we will complete in RDA1.
- ii. Engagement activities which cover semester 1 teaching. Activities can be formed of a range of activities such as short answer questions, multiple-choice questions and reflexive writing.

Assessment task 2

- i. A written research report (maximum word count 1500), reporting the results of the RDA1 research project and encompassing elements of research design, analysis, and interpretation.
- ii. Engagement activities which cover semester 2 teaching. Activities can be formed of a range of activities such as short answer questions, multiple-choice questions and reflexive writing.

Assessment task 3

- i. Research participation, in which students complete participation in research projects, with a set number of research participation credits needed across the year. Research opportunities available, and the commensurate credits to be awarded, will be visible using our automated participation system. Students will complete a set number of participation hours, which will award credits through the automated system. Details of how to sign up to studies, and how to complete the assessment, will be provided in the module materials.

As participants, students are accorded all the rights of research participation as outlined by the British Psychological Society. Student who would prefer to not engage, or who are unable to engage, in research studies will have the opportunity to opt-out without giving a explanation but will have to complete an alternative assessment instead.

Formative assessment

Tasks completed across semesters 1 and 2 to support learning and assess students' progress.

Assessment tasks:

Portfolio (First Sit)

Description: Pre-registration and engagement portfolio.

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

Portfolio (First Sit)

Description: Research report and engagement activity portfolio.

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

Portfolio (First Sit)

Description: Evidence of research engagement and participation.

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

Portfolio (Resit)

Description: Pre-registration and engagement portfolio.

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO3

Portfolio (Resit)

Description: Research report and engagement activity portfolio.

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2

Portfolio (Resit)

Description: Evidence of research engagement and participation.

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO4

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Psychology [Frenchay] BSc (Hons) 2023-24

Psychology with Criminology [Frenchay] BSc (Hons) 2023-24

Criminology with Psychology [Frenchay] BSc (Hons) 2023-24

Criminology with Psychology {Foundation} [Frenchay] BSc (Hons) 2022-23

Psychology with Criminology {Foundation} [Frenchay] BSc (Hons) 2022-23

Psychology with Criminology [Frenchay] BSc (Hons) 2022-23

Criminology with Psychology [Frenchay] BSc (Hons) 2022-23

Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2022-23

Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2022-23

Psychology [Frenchay] BSc (Hons) 2022-23

Psychology {Foundation} [Frenchay] BSc (Hons) 2022-23

Criminology with Psychology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons)
2020-21

Psychology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons) 2020-21

Psychology with Criminology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons)
2020-21