



MODULE SPECIFICATION

Part 1: Information			
Module Title	Research Design and Analysis 2		
Module Code	USPJLA-30-2	Level	Level 5
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Health & Applied Sciences	Field	Psychology
Department	HAS Dept of Health & Social Sciences		
Module Type:	Standard		
Pre-requisites	Research Design and Analysis 1 2020-21		
Excluded Combinations	None		
Co-requisites	None		
Module Entry Requirements	None		
PSRB Requirements	None		

Part 2: Description
<p>Overview: The aim of the module is to introduce students to a wide range of psychological and social science research methods, with an emphasis both on quantitative research designs and qualitative, drawing on the strengths of the academic staff within the Department.</p> <p>Pre-requisites: students must have USPJL7-30-1 Research, Design and Analysis 1.</p> <p>Educational Aims: See Learning Outcomes.</p> <p>Outline Syllabus: The aim of the module is to enable students to continue engagement with the wide range of psychological and social science research methods which began with the previous prerequisite module (USPJL7-30-1), with an emphasis both on quantitative research designs and qualitative research design and methods. The module will emphasize the acquisition of practical research skills (in relation to key methods of data collection and analysis) as well as the development of critical analytic skills. The syllabus will typically include:</p> <p>Quantitative designs, including advantages and limitations of experimental, quasi- experimental and correlational research procedures; data collection methods including questionnaires, observation, experiments, psychometrics and secondary sources such as systematic reviews;</p>

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issues and biases involved in conducting and taking part in various quantitative research designs; ethical considerations to be made.

Quantitative analysis, including introducing the importance of understanding effect size and power calculations; methods of analysis such as using various forms of ANOVA, correlation and regression; introduction to more complex analytical techniques such as factor analysis and meta-analysis.

Qualitative designs, including advantages and limitations of qualitative approaches to research; qualitative research designs and procedures; data collection methods including interactive methods such as interviews and focus groups and textual methods such as qualitative surveys, researcher-directed diaries, vignettes and story completion tasks.

Qualitative analysis, including methods such as thematic analysis, grounded theory, interpretative phenomenological analysis, and discourse analysis.

Teaching and Learning Methods: A variety of pedagogical approaches are used to ensure the active engagement of students and the development of their practical research and critical analysis skills. Scheduled learning includes lectures, seminars, practical classes and workshops. Independent learning includes hours engaged with essential reading, assignment preparation, data analysis and report writing, much of this via utilisation of the university's virtual learning environment.

Scheduled Learning: The module will be presented in weekly lectures supplemented by small group workshops and practicals. The lectures will introduce given topics and facilitate an interactive and multi-media teaching and learning experience. The workshops, will enable further exploration of issues raised by lectures and incorporate hands-on study activities that put the theory into practice (such as developing research tools or undertaking analytic tasks).

Independent learning: The bulk of the students' engagement with the module will be via independent learning, e.g. guided essential reading, analysis of data and assignment preparation. Much of this will be undertaken via Blackboard, the university supported learning portal virtual learning environment. Students will be encouraged and supported in their use of Blackboard to engage, organise and communicate their learning material, to communicate with other students and members of staff, and to make use of its various in-built functionalities (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.

Part 3: Assessment

The assessment has been designed to encourage engagement with the module, critical evaluation and self-directed study, where students provide evidence to demonstrate their understanding of the principles and practices of a broad range of research methods. This module is assessed on the basis of 30% examination and 70% coursework. This will include:

Component A: Controlled exam (assesses Learning Outcomes 1, 2, 3, 4).

Students will be assessed, under controlled conditions, on their understanding of the range of methods, practices and procedures attained during the course of the module via a one-hour MCQ exam. This will be scheduled to follow assessment period two (i.e. at the end of the module), and to incorporate both the quantitative and qualitative elements of the course.

Component B: Coursework (assesses Learning Outcomes 1, 2, 3, 4, 5, 6, 7, 8).

Students will be assessed via three elements

- a) a 1500 word quantitative research report (semester 1)
- b) a 1500 word qualitative research report (semester 2)
- c) a research portfolio

The quantitative report will be based on practical work undertaken during semester one while the qualitative report

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will be based on qualitative work undertaken in semester two. The research portfolio will combine accumulation of credits attained through participation in 10 studies throughout the year with a reflective account of the module. As participants, students are accorded all the rights of research participation as outlined by the BPS. For students who would like to opt-out of research participation an alternative assessment of a 1500 word research essay is available.

First Sit Components	Final Assessment	Element weighting	Description
Examination (Online) - Component A	✓	30 %	Quantitative & Qualitative MCQ exam
Report - Component B		31.5 %	Qualitative Research Report
Report - Component B		31.5 %	Quantitative Research Report
Portfolio - Component B		7 %	Research Portfolio
Resit Components	Final Assessment	Element weighting	Description
Examination (Online) - Component A	✓	30 %	Online Quantitative and Qualitative MCQ exam
Report - Component B		31.5 %	Qualitative Research Report
Report - Component B		31.5 %	Quantitative Research Report
Written Assignment - Component B		7 %	Extended Research Essay

Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:																	
	<table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Draw on a broad range of approaches employed in psychology, recognising its wide range of research methods, theories, evidence and applications from the perspectives of quantitative research, qualitative research and combination thereof. [Component A, Component B elements 1, 2, 3].</td> <td>MO1</td> </tr> <tr> <td>Generate research questions and explore / test hypotheses, drawing on the relevant theory and research. [Component A, Component B elements 1, 2, 3].</td> <td>MO2</td> </tr> <tr> <td>Compare and contrast the ideas and findings across multiple perspectives in psychology, to recognise distinctive approaches to relevant issues and to integrate these where appropriate. [Component A, Component B elements 1, 2, 3].</td> <td>MO3</td> </tr> <tr> <td>Understand the ethical issues involved in psychological research and apply psychological knowledge ethically and safely to real world issues [Component A, Component B elements 1, 2, 3].</td> <td>MO4</td> </tr> <tr> <td>Conduct empirical studies which involve a variety of approaches to data collection, including experiments, observation, questionnaires, interviews and focus groups. [Component B elements 1, 2].</td> <td>MO5</td> </tr> <tr> <td>Make effective use of various psychological tools, such as specialist software (eg SPSS) and a variety of psychometric instruments (questionnaires, online resources). [Component B elements 1, 2].</td> <td>MO6</td> </tr> <tr> <td>Produce self-generated quantitative and qualitative data, and to analyse, present and evaluate the subsequent findings [Component B elements 1, 2].</td> <td>MO7</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Draw on a broad range of approaches employed in psychology, recognising its wide range of research methods, theories, evidence and applications from the perspectives of quantitative research, qualitative research and combination thereof. [Component A, Component B elements 1, 2, 3].	MO1	Generate research questions and explore / test hypotheses, drawing on the relevant theory and research. [Component A, Component B elements 1, 2, 3].	MO2	Compare and contrast the ideas and findings across multiple perspectives in psychology, to recognise distinctive approaches to relevant issues and to integrate these where appropriate. [Component A, Component B elements 1, 2, 3].	MO3	Understand the ethical issues involved in psychological research and apply psychological knowledge ethically and safely to real world issues [Component A, Component B elements 1, 2, 3].	MO4	Conduct empirical studies which involve a variety of approaches to data collection, including experiments, observation, questionnaires, interviews and focus groups. [Component B elements 1, 2].	MO5	Make effective use of various psychological tools, such as specialist software (eg SPSS) and a variety of psychometric instruments (questionnaires, online resources). [Component B elements 1, 2].	MO6	Produce self-generated quantitative and qualitative data, and to analyse, present and evaluate the subsequent findings [Component B elements 1, 2].	MO7	
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	Critically evaluate psychological theory and research in order to employ evidence-based reasoning and to examine practical, theoretical and ethical issues associated with a range of methodologies [Component B elements 1, 2, 3].	MO8
Contact Hours	Independent Study Hours:	
	Independent study/self-guided study	234
	Total Independent Study Hours:	234
	Scheduled Learning and Teaching Hours:	
	Face-to-face learning	66
	Total Scheduled Learning and Teaching Hours:	66
	Hours to be allocated	300
	Allocated Hours	300
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/uspjla-30-2.html</p>	

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

Psychology with Sociology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19

Psychology with Sociology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19

Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19

Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19

Psychology with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2018-19

Psychology with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2018-19