



Module Specification

Research Design and Analysis 2

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Part 1: Information

Module title: Research Design and Analysis 2

Module code: USPJLA-30-2

Level: Level 5

For implementation from: 2021-22

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Health & Applied Sciences

Department: HAS Dept of Social Sciences

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Psychology

Module type: Standard

Pre-requisites: Research Design and Analysis 1 2021-22

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

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.

Pre-requisites: students must have USPJL7-30-1 Research, Design and Analysis 1.

Features: Not applicable

Educational aims: See Learning Outcomes.

Outline syllabus: 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:

Quantitative designs, including advantages and limitations of experimental, quasiexperimental and correlational research procedures; data collection methods including questionnaires, observation, experiments, psychometrics and secondary sources such as systematic reviews; issues and biases involved in conducting and taking part in various quantitative research designs.

Quantitative analysis, including introducing the importance of understanding effect size and power calculations; methods of analysis such as simple and complex designs using 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.

Part 3: Teaching and learning methods

Teaching and learning methods: For this particular module students will be assessed on their ability to develop data collection tools, analyse and interpret data, present results, design research projects, and to critically evaluate quantitative and qualitative research designs and the strengths and weaknesses of particular

psychological and social science studies. A variety of pedagogical approaches will be used with the aim of maximising the active engagement of students and developing students' practical research and critical analytic skills.

Scheduled Learning:

The course will be presented in weekly lectures. This format will facilitate an interactive and multi-media teaching and learning experience. The lectures will be supplemented by smaller group workshops, which will enable further exploration of issues raised by lectures and guided study activities (such as developing research tools or undertaking analytic tasks). These workshops will draw on the materials of research design, data collection and analysis, as the media through which the acquisition of students' practical research and critical analytic skills will be fostered.

Finally, research workshops will be linked to other content modules at level two to introduce students to the research designs and analysis in different areas of psychology.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.

TEL: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for the module learning.

As a 30-credit module this module assumes 300 hours of study on the part of the student.

Scheduled learning for this project will be approximately 72 hours and may take several forms. This will be delivered through a combination of lectures, seminars, and workshops in order to maximise student engagement with the material. There will be 3 hours of contact time per week for 24 weeks.

Independent learning – Students are expected to spend 228 hours on independent learning tasks and preparation of assessments.

TEL - To complement face-to-face teaching use of UWE-endorsed VLE packages will be used. This will include mainly a comprehensive use of the tools offered through Blackboard.

Each week will consist of three hours contact time, either through face-to-face sessions or through Blackboard or Lync.

Module Learning outcomes:

MO1 Demonstrate a critical understanding of a wide range of qualitative and quantitative approaches to research

MO2 Critically evaluate the issues involved in different research designs

MO3 Recognise the purposes and limitations of qualitative and quantitative techniques

MO4 Develop and use data collection tools and apply appropriate analytical methods to data and the interpretation of results

MO5 Understand how research is designed, data collected and analysed

MO6 Evaluate the practical issues in conducting research using different methods

MO7 Understand the ethical issues involved in psychological 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/uspjla-30-2.html) via the following link <https://uwe.rl.talis.com/modules/uspjla-30-2.html>

Part 4: Assessment

Assessment strategy: The assessment has been designed to encourage engagement with the module, critical evaluation and self-directed study via two components - each contain elements that assess students' understanding of different methodological approaches to psychology.

Component 1: Portfolio comprising a 1500 word research report based on analysing and reporting quantitative data (45%) and evidence of research engagement (5%).

Component 2: Portfolio comprising a 1500 word research report based on analysing and reporting qualitative data (45%) and evidence of research engagement (5%).

Note on Participant Pool Credits

This facilitates engagement with a variety of studies on offer from undergraduate, postgraduate, and staff research projects, and hence fits with the wider programmes. Students participate in studies of their own choosing and will gain additional understanding of research design by doing so. As participants they are accorded all the rights of research participation as outlined by the British Psychological Society. For students who would like to opt-out of research participation an alternative assessment is available.

There may also be formative opportunities for learning, for example, computer mediated assessments through Blackboard.

Plagiarism will be addressed through the marking procedures.

Component 1 and Component 2 both assess all Module Outcomes (M01 / M02 / M03 / M04 / M05 / M06 / M07)

Assessment components:

Portfolio - Component A (First Sit)

Description: Quantitative Portfolio

Research Report – weighting 45% of module (90% of component)

Portfolio– weighting 5% of module (10% of component)

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Portfolio - Component B (First Sit)

Description: Qualitative Portfolio

Research Report – weighting 45% of module (90% of component)

Portfolio– weighting 5% of module (10% of component)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Portfolio - Component A (Resit)

Description: Quantitative Portfolio

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Portfolio - Component B (Resit)

Description: Qualitative Portfolio

Research Report – weighting 45% of module (90% of component)

Portfolio– weighting 5% of module (10% of component)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6, MO7

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology with Sociology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19