



## **Module Specification**

### **Research Design and Analysis 2**

Version: 2023-24, v3.0, 25 May 2023

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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:** 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:** Research Design and Analysis 1 2023-24

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** The module introduces students to a wide range of psychological research methods, with an emphasis both on quantitative and qualitative research designs and analyses, drawing on the strengths of the academic staff within the Department.

**Features:** Not applicable

**Educational aims:** This module aims to:

Develop students understanding of quantitative and qualitative research methods

Support students ability to communicate research findings

Allow students to be able to identify good practice in psychological research methods

**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.

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

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** A variety of pedagogical approaches are used to ensure the active engagement of students. Discussion and feedback are a core feature of the module and occur both at the individual and group level.

SCHEDULED LEARNING includes weekly online lectures and practical workshops. The practical workshops use guided study activities and low-stake in-class quizzes to enable the further exploration of issues raised by lectures, allow students to gain hands-on experience, and foster students' ability to independently and critically apply analytic skills. Workshops are also linked to other content modules at level two to introduce students to research designs and analyses in different areas of psychology.

INDEPENDENT LEARNING includes hours engaged with essential reading, assignment preparation and completion.

Students are typically expected to have 3 hours of CONTACT TIME per week over a 24 week period of study. This contact time is primarily based on in-class sessions (i.e., virtual classroom, in-person workshops) and online activities (e.g., asynchronous discussion boards).

The University-supported VIRTUAL LEARNING ENVIRONMENT is used to support students' learning, conduct activities, organise and communicate learning materials, and facilitate communication both amongst students as well as between staff and students.

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

**MO1** Demonstrate critical understanding of quantitative and qualitative approaches to psychological research and their relationship to statistical analysis.

**MO2** Design and use appropriate data collection tools, apply appropriate analytical methods, interpret and present results.

**MO3** Understand ethical issues in psychological research, and recognise practical issues and limitations of qualitative and quantitative techniques.

**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:** Assessments on RDA2 include a number of different tasks to cover the breadth of BPS requirements. Assessment tasks have been designed to encourage engagement with the module, critical evaluation, and self-directed study. Each assessment task contains elements appraising students' understanding of different methodological approaches to psychology.

Please note that percentages in brackets indicate weighting in terms of overall mark. Weighting of specific elements is detailed in the module handbook.

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ASSESSMENT TASK 1 (40%): Quantitative research portfolio

- i. Written report of maximum 1,500 words that is based on analysing and reporting quantitative data
- ii. Quantitative engagement activities to cover semester 1 teaching on the module. Activities can be formed of a range of activities such as short answer questions, multiple-choice questions and reflexive writing

ASSESSMENT TASK 2 (40%): Qualitative research portfolio

- i. Written report of maximum 1,500 words that is based on analysing and reporting qualitative data
- ii. Weekly engagement activities to cover semester 2 teaching on the module. Activities can be formed of a range of activities such as short answer questions, multiple-choice questions and reflexive writing

### ASSESSMENT TASK 3 (20%): Research engagement credits

Students are asked to gain a number of participation credits across the year as outlined in the module handbook and assessment brief. Students participate in studies of their own choosing via the UWE Psychology Participant Pool; details on available studies, how many credits each study awards, and how to take part in a particular study are available through the participant pool website. 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 in research studies will have the opportunity to opt-out without giving a explanation but will have to complete an alternative assessment instead.

There are also FORMATIVE opportunities for learning through feedback from informal learning activities during the weekly workshops (such as low-stake in-class quizzes). Formative feedback will support students in developing good research practices that will allow them to improve their learning and feed into their summative assessments.

### **Assessment tasks:**

#### **Portfolio (First Sit)**

Description: Quantitative Portfolio

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

#### **Portfolio (First Sit)**

Description: Qualitative Portfolio

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Portfolio (First Sit)**

Description: Research engagement credits attained via participant pool.

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Portfolio (Resit)**

Description: Quantitative Portfolio

Weighting: 40 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Portfolio (Resit)**

Description: Qualitative Portfolio

Weighting: 40 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

**Portfolio (Resit)**

Description:

Weighting: 20 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3

## Part 5: Contributes towards

This module contributes towards the following programmes of study:

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

Applied Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Health Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Applied Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Health Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Biological Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Social Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Social Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Biological Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Psychology and Mental Health [Sep][FT][Frenchay][3yrs] BSc (Hons) 2022-23

Psychology and Mental Health [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Psychology [Frenchay] BSc (Hons) 2022-23

Duplicate of Applied Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2022-23

Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2021-22

Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2021-22

Psychology with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons)  
2021-22

Psychology with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons)  
2021-22

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2020-21

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2020-21

Psychology with Criminology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons)  
2018-19



Psychology with Sociology {Foundation} [Sep][PT][Frenchay][8yrs] - Withdrawn BSc (Hons) 2018-19

Psychology {Foundation} [Sep][PT][Frenchay][8yrs] BSc (Hons) 2018-19