



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Research Design and Analysis 2				
Module Code	USPJLA-30-2	Level	2	Version	3.1
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	Psychology - BSc(Hons) Psychology - BSc(Hons) Psychology with Criminology - BSc(Hons) Psychology with Law - BSc(Hons) Psychology with Sociology - BSc(Hons)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	USPJLS-30-1; Introduction to Psychology USPJL7-30-1 Research Design and Analysis 1		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/a	
Valid From	September 2012		Valid to	September 2017	

<b>CAP Approval Date</b>	10 October 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate a critical understanding of a wide range of qualitative and quantitative approaches to research (Component A);</li> <li>critically evaluate the issues involved in different research designs (Component B);</li> <li>recognise the purposes and limitations of qualitative and quantitative techniques (Component A and Component B);</li> <li>develop and use data collection tools and apply appropriate analytical methods to data and the interpretation of results (Component B);</li> <li>understand how research is designed, data collected and analysed (Component A and Component B);</li> <li>evaluate the practical issues in conducting research using different methods (Component A and Component B);</li> <li>understand the ethical issues involved in psychological research (Component A and Component B)</li> </ul>
Syllabus Outline	<p>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. The module will emphasize the acquisition of practical research skills (in relation to key methods of data collection and analysis) as well the development of critical analytic skills. The syllabus will include:</p> <p>Quantitative designs, including advantages and limitations of experimental, quasi-</p>

	<p>experimental 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.</p> <p>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.</p> <p>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.</p> <p>Qualitative analysis, including methods such as thematic analysis, grounded theory, interpretative phenomenological analysis, and discourse analysis.</p>
<p>Contact Hours/Scheduled Hours</p>	<p>On average, students can expect a 1 hour lecture and 2 hour workshop per week. In addition, there will be supplementary support sessions to help with particular analytic techniques and to support coursework.</p>
<p>Teaching and Learning Methods</p>	<p>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:</p> <p><b>Scheduled Learning:</b> The course will be presented in weekly lectures of an hour, which will provide an introduction to, and overview of, key topic areas. This will be supplemented by weekly small group workshops of 2 hours, 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.</p> <p><b>Independent Learning</b> will form a key component of the course as students will be expected to engage with essential reading, to prepare for workshop activities, and to engage in independent study using appropriate academic sources (e.g. journals and other primary sources). This independent learning will be essential for students to complete assignments and enhance their knowledge and understanding of key topics and methods of research.</p>
<p>Reading Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any <b>essential reading</b> will be indicated clearly, along with the method for accessing it, e.g. students will be expected to purchase a course textbook.. This guidance will be available via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If <b>further reading</b> is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>

Indicative Reading List	<p><b>Quantitative:</b>  Coolican, H. (2009). Research Methods and Statistics in Psychology. London: Hodder Education  Field, A. F. (2009). Discovering Statistics Using SPSS. London: Sage  Kinnear, P. R. &amp; Gray, C. D. (2008). SPSS 15 Made Simple. Hove: Psychology Press.  Miles, J. &amp; Banyard, P. (2008). Understanding and Using Statistics in Psychology: A Practical Introduction. London: Sage.  Rosenthal, R. &amp; Rosnow, R. L. (2008). Essentials of Behavioral Research: Methods and Data Analysis. London: McGraw-Hill</p> <p><b>General Research Methods:</b>  Howitt, D. &amp; Cramer, D. (2007) Introduction to Research Methods in Psychology. Harlow, Essex: Pearson Education.  Breakwell, G., Smith, J. A. &amp; Wright, D. B. (Eds.), (2012) Research Methods in Psychology. 4<sup>th</sup> Edition. London: Sage.</p> <p><b>Qualitative:</b>  Parker, I. (2004) Qualitative Psychology: Introducing Radical Research. Buckingham: Open University Press.  Silverman, D. (Ed.), (2004) Qualitative Research: Theory, Method and Practice. London: Sage.  Smith, J. A. (Ed.), (2007) Qualitative Psychology: A Practical Guide to Research Methods. London: Sage.  Willig, C. (2001). Introducing Qualitative Research in Psychology: Adventures in Theory and Method. Buckingham: Open University Press.  Willig, C. &amp; Stainton-Rodgers, W (Eds.), (2008) The Sage Handbook of Qualitative Research in Psychology. London: Sage.</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>This module is assessed on the basis of 40% examination and 60% coursework. This will include:</p> <p><b>Component A (controlled):</b> Students will be assessed through two 1-hour MCQ exams – one following assessment period one (focusing on quantitative methods) and one following assessment period 2 (focusing on qualitative methods).</p> <p><b>Component B (coursework):</b> Students will be assessed through three coursework portfolios.</p> <p>In semester 1, there will be a quantitative coursework portfolio, which will comprise a 1500 word write up of elements of two completed quantitative studies.</p> <p>In semester 2, there will be a qualitative coursework portfolio will comprise a 1500 word write up of elements of a completed qualitative analysis.</p> <p>Students will also need to submit a research portfolio, which includes taking part in research for which they will be awarded Participant Pool Credits. A variety of studies will be on offer, which students can choose those which they would like to take part. As participants in the research they are accorded with all the rights of research participation as outlined by the British Psychological Society. Students will be allocated 10% for each credit they receive (up to a maximum of 100%). Only 70% of marks can be obtained through online studies. For students who would like to opt-out of research participation an alternative assessment of a 1500 word research essay is available. This portfolio will also include a number of online activities to support the in-class learning and readings.</p>

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>40</b>	<b>60</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Quantitative MCQ	50%	
2. Qualitative MCQ	50%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Quantitative Portfolio	45%	
2. Qualitative Portfolio	45%	
3. Research Portfolio including Participant Pool Credits (or Essay)	10%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Quantitative & Qualitative MCQ (2 hours)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. Quantitative Portfolio	45%	
2. Qualitative Portfolio	45%	
3. Research Portfolio including Research Participation (or Essay)	10%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		