



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Research, Design and Analysis 2				
Module Code	USPJLA-30-2	Level	2	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	BSc (Hons) Psychology BSc (Hons) Psychology with Criminology BSc (Hons) Psychology with Law BSc (Hons) Psychology with Sociology				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	USPJL7-30-1 Research, Design and Analysis 1	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2014	Valid to	September 2020		

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate a critical understanding of a wide range of qualitative and quantitative approaches to research (Component A, element 1 and 2); 2. critically evaluate the issues involved in different research designs (Component B, element 1 and 2); 3. recognise the purposes and limitations of qualitative and quantitative techniques (Component A, elements 1 and 2, and Component B, element 1, 2, and 3); 4. develop and use data collection tools and apply appropriate analytical methods to data and the interpretation of results (Component B, elements 1 and 2); 5. understand how research is designed, data collected and analysed (Component A, elements 1 and 2, and Component B, elements 1, 2 and 3); 6. evaluate the practical issues in conducting research using different methods (Component A, elements 1 and 2, and Component B, elements 1, 2 and 3); 7. understand the ethical issues involved in psychological research (Component A, element 1 and 2, and Component B, elements 1, 2 and 3)
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 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; 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>
Contact Hours	<p>As a 30-credit module this module assumes 300 hours of study on the part of the student.</p> <p>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.</p> <p>Independent learning – Students are expected to spend 228 hours on independent learning tasks and preparation of assessments.</p> <p>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.</p> <p>Each week will consist of three hours contact time, either through face-to-face sessions or through Blackboard or Lync.</p>
Teaching and Learning Methods	<p>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.</p> <p>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.</p> <p>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.</p>

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.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<i>Number of credits for this module</i>				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0		

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:		
Written exam assessment percentage		40%
Coursework assessment percentage		60%
Practical exam assessment percentage		0%
		100%

Reading Strategy

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>Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading 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>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, <i>current</i> advice on readings will be available via the module guide or through BlackBoard.</p> <p><i>Quantitative:</i></p> <p>Coolican, H. (2009) <i>Research Methods and Statistics in Psychology</i>. London: Hodder Education.</p> <p>Field, A. F. (2009) <i>Discovering Statistics Using SPSS</i>. London: Sage</p> <p><i>General Research Methods:</i></p> <p>Howitt, D. & Cramer, D. (2007) <i>Introduction to Research Methods in Psychology</i>. Harlow, Essex: Pearson Education.</p> <p>Breakwell, G., Hammond, S., Fife-Schaw, C. & Smith, J. A. Eds., (2006) <i>Research Methods in Psychology</i>. London: Sage.</p> <p><i>Qualitative:</i></p> <p>Braun, V., & Clarke, V. (2012) <i>Successful Qualitative Research</i>. London: Sage.</p>

Part 3: Assessment	
Assessment Strategy	<p>The assessment has been designed to encourage engagement with the module, critical evaluation and self-directed study.</p> <ul style="list-style-type: none"> • Coursework (portfolio) <ul style="list-style-type: none"> ○ There are 5 research report elements which assess students understanding of different methodological approaches in psychology. • Examination <ul style="list-style-type: none"> ○ Unseen essay exam ○ Seen exam <p>This module is assessed on the basis of 40% examination and 60% coursework. This will include:</p> <p>Component A (controlled): 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>Component A assesses Learning Outcomes 1, 3, 5, 6, 7.</p> <p>Component B (coursework): Students will be assessed through three coursework portfolios. 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. In semester 2, there will be a qualitative coursework portfolio which 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, from which students can choose those in 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> <p>Component B assesses Learning Outcomes 2, 3, 4, 5, 6, 7.</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 40%	B: 60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Quantitative MCQ exam	50%	
2. Qualitative MCQ exam	50%	
Component B Description of each element	Element weighting	
1. Quantitative Portfolio	45%	
2. Qualitative Portfolio	45%	
3. Research Portfolio	10%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Quantitative and Qualitative MCQ	100%	
Component B Description of each element	Element weighting	
1. Quantitative Portfolio	45%	
2. Qualitative Portfolio	45%	

3. Research Portfolio	10%
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If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.