



University of the
West of England

MODULE SPECIFICATION

Code: USPJLA-30-2 **Title:** Research, Design and Analysis 2 **Version:** 3

Level: 2 **UWE credit rating:** 30 **ECTS credit rating:** 15

Module type: Standard

Owning Faculty: Health and Life Sciences **Department:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** June 2011

Approved for Delivery by: N/A

Valid from: September 2011

Discontinued from:

Pre-requisites:
USPJL7-30-1 Research, Design and Analysis 1

Co-requisites:
None

Entry Requirements:
N/A

Excluded Combinations:
None

Learning Outcomes:

The student will be able to:

demonstrate a critical understanding of a wide range of qualitative and quantitative approaches to research;

critically evaluate the issues involved in different research designs;

recognise the purposes and limitations of qualitative and quantitative techniques;

develop and use data collection tools and apply appropriate analytical methods to data and interpret the results;

design a research study using an appropriate research design, methods of data collection and analysis;

evaluate the practical issues in conducting research using different methods;

understand the ethical issues involved in psychological research.

Syllabus Outline:

The aim of the module is to introduce students to a wide range of psychological and social science research designs and methods of data collection and analysis (with an innovative 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.

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.

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, story completion tasks, and secondary sources such as the media.

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

Issues in research such as the evaluation and ethical practice.

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.

The course will be presented in fortnightly lectures of 2 hours. 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.

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.

Any **essential 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.

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.

Indicative Reading List:

Quantitative:

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. & Gray, C. D. (2008). *SPSS 15 Made Simple*. Hove: Psychology Press.

Miles, J. & Banyard, P. (2008). *Understanding and Using Statistics in Psychology: A Practical Introduction*. London: Sage.

Rosenthal, R. & Rosnow, R. L. (2008). *Essentials of Behavioral Research: Methods and Data Analysis*. London: McGraw-Hill

General Research Methods:

Howitt, D. & Cramer, D. (2007) *Introduction to Research Methods in Psychology*. Harlow, Essex: Pearson Education.

Breakwell, G., Hammond, S., Fife-Schaw, C. & Smith, J. A. (Eds.), (2006) *Research Methods in Psychology*. London: Sage.

Qualitative:

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. & Stainton-Rodgers, W (Eds.), (2008) *The Sage Handbook of Qualitative Research in Psychology*. London: Sage.

Assessment:

Weighting between components A and B (standard modules only) A: 40% B: 60%

FIRST ATTEMPT

First Assessment Opportunity

Component A (<i>controlled</i>)		Element Wt (Ratio) (<i>within Component</i>)	
Description of each element			
EX1	Seen Exam (1 hour)	<i>Exam Period 2</i>	1
EX2	Unseen Exam (1 hour)	<i>Exam Period 2</i>	<i>Final Assessment</i> 1

Component B		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
CW1	Research Report Element 1	1
CW2	Research Report Element 2	1
CW3	Research Report Element 3	1
CW4	Research Report Element 4	1
CW5	Research Report Element 5	1
CW6	Research Report Element 6: Research Journal and Participant Pool Credits	1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A <i>(controlled)</i>		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
EX3	Seen Exam (1 hour)	<i>Exam Period 3</i> 1
EX4	Unseen Exam (1 hour)	<i>Exam Period 3</i> <i>Final Assessment</i> 1

Component B		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
CW8	Research Report Element 1	1
CW9	Research Report Element 2	1
CW10	Research Report Element 3	1
CW11	Research Report Element 4	1
CW12	Research Report Element 5	1
CW13	Research Report Element 6: Research Journal and Participant Pool Credits	1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)