



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Qualitative and Quantitative Methods in Psychology				
Module Code	USPJME-20-M	Level	M	Version	4
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	MSc in Health Psychology MSc in Psychology and Health Professional Doctorate in Counselling MSc Sports and Exercise Psychology MSc Psychological Therapies (CBT), MSc Psychological Therapies (Relational)				
UWE Credit Rating	20	ETCS Credit Rating	10	Module Type	Standard
Pre-requisites	None		Co- requisites	none	
Excluded Combinations	None		Module Entry requirements	- For students undertaking the MSc in Health Psychology and the Professional Doctorate in Counselling Psychology - Honours Degree in Psychology with Graduate Basis for Registration of the British Psychological Society. - For students undertaking the MSc in Research Methods in Psychology – Honours Degree in a relevant subject. For students undertaking the MSc in Psychology and Health MSc Sports and Exercise Psychology, or MSc Psychological Therapies (CBT), or MSc Psychological Therapies (Relational) - at least 2nd class Honours Degree or international equivalent in a relevant discipline.	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	24 May 2012
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## Part 2: Learning and Teaching

<p>Learning Outcomes</p>	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• explain the role of a range of different qualitative research approaches and the epistemological assumptions entailed therein;</li> <li>• distinguish between a range of qualitative methodologies such as discourse analysis, unstructured interviews, focus groups, diary techniques, ethnographic and action research;</li> <li>• demonstrate an awareness of the relationships between methods, methodologies and ideologies and an understanding of the commonalities and disjunctions between different qualitative and quantitative methods and methods of analysis;</li> <li>• critically evaluate research within its appropriate methodological context;</li> <li>• show an understanding of the assumptions underpinning key concepts such as validity, reliability, representativeness, sampling, generalisability and reflexivity;</li> <li>• compare and contrast ways of structuring data in qualitative and quantitative research. To defend the use of particular experimental designs and associated methods of analysis;</li> <li>• show competence in the use of multivariate methods of analysis. To show a critical awareness of the use of meta analysis in psychological research.</li> </ul>
<p>Syllabus Outline</p>	<p>The module provides a framework for the consideration of research within psychology and therefore will span a wide range of methods and methodologies. Issues such as validity, reliability, representativeness, sampling, reflexivity and generalisability will be addressed through a variety of explorations of different examples of research.</p> <p>Throughout the module students will be encouraged to contemplate the relationships between theoretical positions taken by researchers and their approach to research.</p> <p>This will allow an examination of the assumptions underpinning research and its interpretation. Students will be encouraged to compare research within frameworks (eg, different approaches to discourse analysis) and across frameworks (eg, comparing a repeated measure, between subjects experimental design with focus group interviews), thus evaluating research between different ways of 'knowing'.</p> <p>Students will be given an opportunity to critically evaluate studies and to redesign them using alternative approaches.</p>
<p>Contact Hours/Scheduled Hours</p>	<p>The module will be run using both face to face class teaching and as a virtual distance learning. The face to face class teaching will run over one semester with two 1.5hr class session per week.</p>
<p>Teaching and Learning Methods</p>	<p>The module is run as a series of lectures, group discussions and workshop activities in which you are expected to actively engage with the material and to contribute to the sessions. The module will also be run via a virtual learning environment (VLE), teaching the same material via lecture capture, guided study and guided tasks. These activities will be supported and elaborated on via asynchronous discussions, problem solving activities and formative weekly tasks. There will be specific support from a named tutor which can be face to face or via the VLE. Students on the MSc in Sport and Exercise psychology programme will have the module delivered to them in this way in order to compliment the blended approach of that programme.</p> <p>Students will spend approximately 36 hours engaged in scheduled learning, 60 hours on essential reading and independent study tasks (for example, developing an</p>

	interview schedule, practicing interviews, practice using of SPSS) and 50 hours on assignment preparation and completion.
Reading Strategy*	<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 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>Where <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>Breakwell, G.M., Hammond, S., Fife-Schaw, C., Smith, J.A.(2006) <i>Research Methods in Psychology</i>. 3<sup>rd</sup> edition. London: Sage.</p> <p>Dancey, C.P., Reidy, J. (2004) <i>Statistics without Maths for Psychology Using SPSS for Windows</i>. 3<sup>rd</sup> edition. Harlow, Essex: Prentice Hall.</p> <p>Lyons, E., Coyle, A. (eds) (2007) <i>Analysing Qualitative Data in Psychology</i>. London: Sage.</p> <p>Murray, M., Chamberlain, K. (eds). (1999) <i>Qualitative Health Psychology Theories and Methods</i>. London: Sage.</p> <p>Michie, S., Abraham, C.,(2004) <i>Health Psychology in Practice</i>. Oxford: BPS Blackwell.</p> <p>Miles, J., Gilbert, P. (2005). <i>A Handbook of Research for Clinical and Health Psychology</i>. Oxford: Oxford University Press.</p> <p>Smith, J. (ed.) (2008) <i>Qualitative Psychology: A Practical Guide to Research Methods</i>. London: Sage.</p> <p>Willig, C. (2001) <i>Introducing Qualitative Research in Psychology: adventure in theory and method</i>. Milton Keynes: Open University Press.</p> <p>Woolgar, S. (1988) <i>Science: The very idea</i>. Chichester: Ellis Horwood.</p> <p>Wilkinson, S. (ed.)(1996) <i>Feminist Social Psychologies</i>. Milton Keynes: Open University Press.</p>

### Part 3: Assessment

Assessment Strategy	<p>Assessment for the module comprises one 2 hour exam and one piece of coursework. The exam comprises two sections, section A assessing students understandings of qualitative research and section B assessing students understandings of quantitative research. Each section comprises questions about a journal article (for section A an article reporting a qualitative study and for section B an article reporting a quantitative study. Students are provided with copies of the articles at least 4 weeks prior to the exam and are allowed to bring a lightly annotated copy of the article with them to the exam. The exam is designed to enable students to apply their knowledge and understanding of research methods to the discussion and evaluation of specific examples of research. The exam paper itself is unseen to facilitate students' full engagement with the articles.</p>
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Exams will be assessed in relation to the following criteria

- Understanding of the role and epistemological assumptions of different qualitative research approaches and an ability to evaluate the appropriateness of fit between a study's aims and methodology
- Understanding of different qualitative methods of analysis, and to evaluate the appropriateness of different qualitative research approaches
- An understanding of the significances of ideology and power-relations in research methods and methodologies
- Understanding the role of different quantitative research designs and methods of analysis and an ability to evaluate the appropriateness of fit between a study's aims and methodology and between its aims and statistical analysis
- Understanding of different quantitative methods of analysis, an ability to interpret statistical data and to evaluate the appropriateness of different statistical techniques
- A familiarity with the procedures and practices of a range of different qualitative and quantitative approaches to research and an ability to evaluate the procedures and practices reported in an article
- An ability to critically evaluate research within its appropriate methodological context
- Understanding of different ways of structuring and presenting qualitative and quantitative data
- Understanding of key concepts and assumptions such as validity, reliability, generalizability and reflexivity.

The coursework comprises a 2000 word research proposal on a topic area of students' choice and using a methodology (quantitative or qualitative) of students' choice. The coursework is designed to facilitate students' demonstration of an ability to apply a particular research approach to a chosen research area and to design an appropriate and feasible research project. Students will also be able to use the coursework proposal as a basis for their postgraduate dissertations.

Coursework will be assessed in relation to the following criteria

- Clarity and coherence of expression
- Demonstration of logical progression of thought, for example, from discussion of existing research to aims of proposed project and from project aims to methodology
- Demonstration of familiarity with and understanding of relevant research area
- Demonstration of familiarity with and understanding of relevant research methodology including epistemological and ethical issues, procedural and pragmatic issues of recruitment, data collection and analysis and an appreciation of limitations as well as strengths of chosen research design and methodology.

Identify final assessment component and element	<b>Component A element 1</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. Examination (2 hours) Final Assessment (Assessment Period 1)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. 2000 word research proposal for a qualitative, quantitative or mixed methods study on a psychology topic of their choice that is relevant to their specific programme of study	100%	
<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> (as % of component)	
1. Examination (2 hours) Final Assessment (Assessment Period 1)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> (as % of component)	
1. 2000 word research proposal for a qualitative, quantitative or mixed methods study on a psychology topic of their choice that is relevant to their specific programme of study	100%	
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.		