



University of the
West of England

MODULE SPECIFICATION

Code: USPJME-20-M **Title:** Qualitative and Quantitative Methods in Psychology **Version:** 3

Level: M **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

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

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

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:

None

Co-requisites:

None

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 - At least 2nd class Honours Degree or international equivalent in a relevant discipline.

Excluded combinations:

None

Learning outcomes:

Students will be able to:

- explain the role of a range of different qualitative research approaches and the epistemological assumptions entailed therein;
- distinguish between a range of qualitative methodologies such as discourse analysis, unstructured interviews, focus groups, diary techniques, ethnographic and action research;
- 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;
- critically evaluate research within its appropriate methodological context;
- show an understanding of the assumptions underpinning key concepts such as validity, reliability, representativeness, sampling, generalisability and reflexivity;
- 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;
- show competence in the use of multivariate methods of analysis. To show a critical awareness of the use of meta analysis in psychological research.

Syllabus outline:

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.

Throughout the module students will be encouraged to contemplate the relationships between theoretical positions taken by researchers and their approach to research. 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 within its own framework of assumptions as well as considering the relationships between different ways of “knowing”.

Students will be given an opportunity to critically evaluate studies and to redesign them using alternative approaches.

Teaching and learning methods:

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.

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:

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

Dancey, C.P. and Reidy, J. (2004) *Statistics without Maths for Psychology Using SPSS for Windows*. Third edition. Harlow, Essex: Prentice Hall

Lyons E. and Coyle, A. (eds) (2007) *Analysing qualitative data in psychology*, Sage, London.

Murray, M. and Chamberlain, K. (Eds) (1999) *Qualitative Health Psychology Theories and Methods*. London: Sage

Michie, S. and Abraham, C. (2004) *Health Psychology in Practice*. Oxford: BPS Blackwell

Miles, J. and Gilbert, P. (2005) *A Handbook of Research Methods for Clinical and Health Psychology*. Oxford: Oxford University Press.

Smith, J. (ed.) (2008) *Qualitative Psychology: A Practical Guide to Research Methods*, Sage, London.

Willig, C. (2001) *Introducing qualitative research in psychology : adventures in theory and method*, Open University Press Milton Keynes.

Woolgar, S. (1988) *Science: The very idea*, Ellis Horwood, Chichester

Wilkinson S. (ed.) (1996) *Feminist social psychologies*, Open University Press, Milton Keynes.

Assessment:

Weighting between components A and B (standard modules only) A: 33% B: 67%

ATTEMPT 1

First Assessment Opportunity

Component A (<i>controlled</i>)	Element weighting
EX1 Examination (2 Hours) – Final Assessment (Assessment Period 2)	1

Component B

Description of each element	Element weighting
CW1 2000-word research proposal for a qualitative study on a psychology topic of their choice	1
CW2 2000-word research proposal for a quantitative study on a psychology topic of their choice	1

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

Component A

Description of each element	Element weighting
EX1 Examination (2 Hours) – Final Assessment (Assessment Period 3)	1

Component B

Description of each element	Element weighting
CW1 2000-word research proposal for a qualitative study on a psychology topic of their choice	1
CW2 2000-word research proposal for a quantitative study on a psychology topic of their choice	1

SECOND (OR SUBSEQUENT) ATTEMPT Attendance at taught classes is not required.

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