



University of the  
West of England

## MODULE SPECIFICATION

**Code:** USPJMY-30-3                      **Title:** Research Project - Psychology Major                      **Version:** 1.1

**Level:** 3                                      **UWE credit rating:** 30                                      **ECTS credit rating:** 15

**Module type:** Project

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

**Faculty Committee approval:** Quality and Standards Committee                      **Date:** November 2010

**Approved for Delivery by:** N/A

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

**Pre-requisites:**  
USPJLA-30-2 Research Design and Analysis 2

**Co-requisites:**  
None

**Entry Requirements:**  
N/A

**Excluded Combinations:**  
USPJED-40-3 Research Project - Psychology

### Learning Outcomes:

The student will be able to:

- define a research problem and formulate testable hypotheses or research questions;
- select methodologies appropriate to the subject matter;
- plan and execute the study efficiently within a specified time-span;
- demonstrate awareness of ethical issues and current codes of ethics and conduct;
- analyse and interpret the data collected and present the findings effectively;
- discuss the implications of findings in terms of previous and future research;
- critically evaluate the methodologies and analyses employed in the project.

### Syllabus Outline:

Research problem:

Students will be expected to begin the module having identified a research problem for study in the general area of psychology.

Research proposal:

The student's first task is produce a research proposal (RPP). This will include health and safety and ethical considerations. Students will then be required to submit their proposal for ethical and health safety scrutiny via the Research And Governance System (RAGS). Approval is needed from both ethical and health and safety scrutineers before any data collection is undertaken.

Literature review:

Students will be expected to carry out a comprehensive review of appropriate literature and to write a critical review of it as part of the Research Report.

Research report:

The student will produce a project report in a style and format appropriate to the subject matter. The finished report will be no longer than 8,000 words.

### Teaching and Learning Methods:

Principally, independent and self-directed study and experiential learning. Students will receive tutorial support and supervision from a named member of academic staff. This will be on a one-to-one, and sometimes on a group, basis.

Once the research timetable has been prepared by a student and accepted as viable by the supervising tutor, the student will be expected to take responsibility for adhering to it. Students should be encouraged to review progress on a regular basis and to modify a research protocol where necessary to keep to the research timetable.

### 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:

- Bell, P., Staines, P. and Mitchell, J. (2001). *Evaluating, Doing and Writing Research in Psychology*. London: Sage.
- Breakwell, G. M., Hammond, S., Fife-Schaw, C. and Smith, J. A. (2006). *Research Methods in Psychology*, 3rd Ed. London: Sage.
- British Psychological Society (2009). *Code of Ethics and Conduct*. Leicester: BPS. (Available at [http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct\\_home.cfm](http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm)).
- Clark-Carter, D. (2009). *Quantitative Psychological Research*. Hove: Psychology Press.
- Coolican, H. (2009). *Research Methods and Statistics in Psychology*. London: Hodder Education.
- Haslam, S. A. and McGarty, C. (2003). *Research Methods and Statistics in Psychology*. London: Sage.
- Field, A. F. (2009). *Discovering Statistics Using SPSS*. London: Sage.
- Holliday, A. (2002). *Doing and Writing Qualitative Research*. London : Sage.
- Parker, I. (2004). *Qualitative Psychology: Introducing Radical Research*. Buckingham: Open University Press.
- Robson, C. (2002). *Real World Research: a resource for social scientists and practitioner-researchers*, 2nd ed. Oxford: Blackwell.
- Rosenthal, R. & Rosnow, R. L. (2008). *Essentials of Behavioral Research: Methods and Data Analysis*. London: McGraw-Hill.
- Silverman, D. (2006). *Interpreting Qualitative Data: Methods for Analysing Talk, Text and Interaction*, 3rd ed. London: Sage.
- Walliman, N. (2005). *Your Research Project: a step-by-step guide for the first-time researcher*. London: Sage.
- Willig, C. (2008). *The SAGE handbook of qualitative research in psychology*. London: Sage.

### Assessment:

**Weighting between components A and B (standard modules only) A: 100% B: %**

### FIRST ATTEMPT

### First Assessment Opportunity

<b>Component A</b> ( <i>controlled</i> )	<b>Element Wt (Ratio)</b>
Description of each element	( <i>within Component</i> )
CW1 Research Project Report (8000 words maximum)	<i>Final Assessment</i> 100%

<b>Component B</b>	<b>Element Wt (Ratio)</b>
Description of each element	( <i>within Component</i> )

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

<b>Component A</b> ( <i>controlled</i> )	<b>Element Wt (Ratio)</b>
Description of each element	( <i>within Component</i> )
CW1 Research Project Report (8000 words maximum)	<i>Final Assessment</i> 100%

<b>Component B</b>	<b>Element Wt (Ratio)</b>
Description of each element	( <i>within Component</i> )

**EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.**

**Specification confirmed by** .....**Date** .....

(Associate Dean/Programme Director)