



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Qualitative and Quantitative Methods in Psychology				
Module Code	USPJVK-15-M	Level	M	Version	2
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	MSc Health Psychology, MSc Sports and Exercise Psychology, MSc Cognitive Behavioural Therapy, MSc Psychology Therapies (Relational Psychotherapy), Professional Doctorate in Counselling Psychology				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	<p>If offered as CPD or stand alone: None.</p> <p>For students undertaking the Professional Doctorate in Counselling Psychology a Honours degree (at least a lower second class) in Psychology with Graduate Basis for Registration of the British Psychological Society.</p> <p>For students undertaking the MSc in Health Psychology, MSc in Sports and Exercise Psychology, MSc in Psychological Therapies (CBT), MSc in Psychological Therapies (Relational Psychotherapy) at least a lower second class Honours degree or international equivalent in a relevant discipline.</p>	
Valid From	Sep 2013		Valid to		

CAP Approval Date	
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Part 2: Learning and Teaching	
Learning	On successful completion of this module students will be able to:

Outcomes	<p>1) Explain the role of a range of different qualitative research methods and the epistemological assumptions entailed therein; (component A; component B)</p> <p>2) Demonstrate an awareness of the relationship between methods, methodologies and epistemologies, and an understanding of the commonalities and disjunctions between different qualitative and quantitative methods of data collection and analysis; (component A; component B)</p> <p>3 Critically evaluate research within its appropriate methodological context; (component A; component B)</p> <p>4 Show an understanding of the assumptions underpinning key concepts such as validity, reliability, representativeness, generalisability, subjectivity and reflexivity; (component A; potentially component B)</p> <p>5 Compare and contrast ways of structuring data in qualitative and quantitative research. To defend the use of particular research designs and associated methods of analysis; (component A; component B)</p> <p>6) Show competence in the use of commonly used analytical techniques as used in the behavioural and life sciences. To show a critical awareness of the use of meta-analysis in psychological research. (component A; potentially component B)</p>
Syllabus Outline	<p>Qualitative methods:</p> <ul style="list-style-type: none"> -Foundations of qualitative research – epistemological/ontological assumptions and key theoretical concepts (subjectivity, reflexivity), qualitative research design (recruitment and sampling, research ethics) -Collecting qualitative data – methods such as interviews, focus groups, qualitative surveys (key assumptions and implementation) -Analysing qualitative data – methods such as thematic analysis and interpretative phenomenological analysis (key assumptions and implementation) <p>Quantitative methods:</p> <ul style="list-style-type: none"> -The scientific methods. Formulation of research questions, scientific hypotheses, study design, statistical hypotheses, exploratory data analysis, statistical inference, power, external and internal validity, scientific inference -Communication: Study Design, Methods of Analysis, Results Section, Legitimate Inference, - A detailed look at the two group and multi-group comparison - Understanding relationships in data using correlation and regression techniques
Contact Hours	<p>Blended delivery – a combination of face-to-face workshops (x 4) with staff (focused on practical research skills) and online guided study materials (including online lectures, guided study activities, essential readings, use of the discussion board in Blackboard)</p>
Teaching and Learning Methods	<ul style="list-style-type: none"> • The teaching sessions will involve a variety of teaching and learning formats including lectures, individual and small group activities, and discussions (the teaching and learning methods will be adapted to the cohort size). • Scheduled learning – the workshops will includes lectures, small group activities, and group discussions. • Independent learning includes hours engaged with essential reading, further reading and self-directed study, preparation for lectures and in-class activities, and assignment preparation and completion. • This module generates 112.5 hours of study time, 27 hours of which will be spent on formal contact time. Full time students will be expected to spend: <ul style="list-style-type: none"> ○ 60 minutes for each topic engaged with essential readings (a total of 12 topics across the module = a total of 12 hours; there are no essential readings associated with the revision session). ○ 2-3 hours for each topic engaged with preparation for workshop activities and engaging in guided study activities, further reading and self-directed study (= a total of 32 hours across the module). ○ 20 hours completing the coursework assignment.

	<ul style="list-style-type: none"> ○ 21.5 hours revising for and completing the exam.
Key Information Sets Information	N/a
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 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.</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>Braun, V. & Clarke, V. (2013) <i>Successful qualitative research: A practical guide for beginners</i>. London: Sage.</p> <p>Breakwell, G.M., Hammond, S., Fife-Schaw, C. & Smith, J.A. (2006) <i>Research methods in psychology</i>, 3rd ed. London: Sage.</p> <p>Field, A. (2009) <i>Discovering Statistics Using SPSS</i>. London: Sage Publications.</p> <p>Howitt, D. & Cramer, D. (2007) <i>Introduction to research methods in psychology</i>, 2nd ed. Harlow: Pearson.</p> <p>Marks, D. E. & Yardley, L. (Eds), (2004) <i>Research methods for clinical and health psychology</i>. London: Sage.</p> <p>McLeod, J. (2001) <i>Qualitative research in counselling and psychotherapy</i>. London: Sage.</p> <p>McLeod, J. (2003) <i>Doing counselling research</i>, 2nd ed. London: Sage.</p> <p>Murray, M. & Chamberlain, K. (Eds), (1999) <i>Qualitative health psychology: Theories and methods</i>. London: Sage.</p> <p>Sparks, A. & Smith, B. (2012) <i>Qualitative research methods in sport, exercise and health: From process to product</i>. London: Routledge.</p> <p>Tenebaum, G., Eklund, R. & Kamata, A. (2012) <i>Measurement in sport and exercise psychology</i>. Leeds: Human Kinetics.</p>

Part 3: Assessment

Assessment Strategy	<ul style="list-style-type: none"> • Component A – the MCQ exam will assess the breadth of students' learning (and assess all of the learning outcomes). • Component B – in terms of the broader programmes the research proposal coursework assignment provides an important opportunity for students to develop their ideas for their research projects (MSc dissertation or Prof Doc thesis/second year research project) and to receive feedback from an expert methodologist on their research design. Because students select whether to design a qualitative, quantitative or mixed-methods project, this assignment will assess learning outcomes 1-3 and 5, and potentially learning outcomes 4 and 6. • Formative assessment/feedback: opportunities for students to gain feedback on their developing understandings and knowledge and their critical evaluation skills will be embedded throughout the module (e.g., in group discussions and small group activities students will be required to share their understandings and skills with teaching staff, and teaching staff will provide them with feedback on the appropriateness/level of their understandings and skills)
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	<ul style="list-style-type: none"> Assessment criteria for each component will be based on the generic programme assessment criteria.
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Identify final assessment component and element	B	
% weighting between components A and B (Standard modules only)	A:	B:
	40%	60%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Multiple choice question exam (60 questions; 1 hour; during exam period 1)	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. 2,000 word research proposal (+ appendices) for a qualitative, quantitative or mixed-methods study on a psychology topic.	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
1. Multiple choice question exam (60 questions; 1 hour; during exam period 2)	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1. 2,000 word research proposal (+ appendices) for a qualitative, quantitative or mixed-methods study on a psychology topic.	100%	
<p>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.</p>		