



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Qualitative and Quantitative Methods				
Module Code	USPJVK-15-M	Level	M	Version	1.3
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	Doctor of Counselling Psychology, MA Music Therapy and MA Music Therapeutic Studies				
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None.	
Valid From	September 2016		Valid to	September 2019	

CAP Approval Date	July 2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1) Explain the purpose and characteristics of key qualitative and quantitative research methods; (component A) 2) Demonstrate an awareness of the relationship between methods, methodologies, epistemologies, and ontologies, and an understanding of the commonalities and disjunctions between key qualitative and quantitative methods of data collection and analysis; (component A) 3) Critically evaluate research within its appropriate methodological context; (component A) 4) Show an understanding of the assumptions underpinning key concepts such as validity, reliability, representativeness, generalisability, subjectivity and reflexivity; (component A) 5) Defend the use of key research designs and associated methods of analysis; (component A) 6) Show competence in the use of key psychological/social science methods. (component A)

Syllabus Outline	<p><i>Qualitative methods:</i></p> <ul style="list-style-type: none"> -Foundations of qualitative research – epistemological/ontological assumptions and key theoretical concepts (subjectivity, reflexivity, Big Q vs. small q, experiential vs. critical), qualitative research design (recruitment and sampling, research ethics), ensuring quality and rigor -Introduction to collecting qualitative data – key methods such as interviews, focus groups, qualitative surveys (core assumptions and implementation) -Introduction to analysing qualitative data – key methods such as thematic analysis and interpretative phenomenological analysis (key assumptions and implementation) <p><i>Quantitative methods:</i></p> <ul style="list-style-type: none"> -Introduction to the scientific method - formulation of research questions, scientific hypotheses, study design, statistical hypotheses, exploratory data analysis, statistical inference, power, external and internal validity, scientific inference -Understanding relationships in data using correlation and regression techniques
Contact Hours	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)
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 include lectures, small group activities, and group discussions. • Independent learning includes hours engaged with essential reading, further reading and self-directed study, preparation for in-class activities, and assignment preparation and completion. • This module generates 150 hours of study time, 37.5 hours of which will be spent on formal contact time. Students will be expected to spend: <ul style="list-style-type: none"> ○ 2 hours per week engaged with essential readings (24 hours). ○ 4 hours each week engaged with preparation for workshop activities, guided study activities, further reading and self-directed study (= a total of 48 hours across the module). ○ 40.5 hours revising for and completing the exam.

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>

Part 3: Assessment

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Assessment Strategy	<ul style="list-style-type: none"> <li data-bbox="502 1503 1439 1688">□ A 2-hour short answer seen exam will be used to assess all of the learning outcomes. The exam will be divided into 2 sections – Section A will consist of questions based on a qualitative journal article and Section B will consist of questions based on a quantitative journal article. Students will be given the journal articles and the exam questions <i>at least</i> 4 weeks before the date of the exam. <li data-bbox="502 1756 1439 1964">□ 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)

- Assessment criteria for each component will be based on the generic programme assessment criteria.

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A	B
	100%	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. A seen short answer exam (2 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. A seen short answer exam (2 hours)	100%	
Component B Description of each element	Element weighting (as % of component)	
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.		