



MODULE SPECIFICATION

Part 1: Information			
Module Title	Psychology Project		
Module Code	USPSTS-30-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Health and Applied Sciences	Field	Psychology
Department	Health and Social Sciences		
Contributes towards	BSc (Hons) Psychology, BSc (Hons) Psychology (with Foundation Year) BSc (Hons) Psychology with Sociology, BSc (Hons) Psychology with Sociology (with Foundation Year) BSc (Hons) Psychology with Criminology, BSc (Hons) Psychology with Criminology (with Foundation Year) BSc (Hons) Psychology with Law		
Module type:	Project		
Pre-requisites	USPJLA-30-2 Research & Design and Analysis 2 or equivalent		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
Content	<p>The project module will build on knowledge acquired across students' degree programme and will allow students to demonstrate a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed understanding which is informed by knowledge at the forefront of their discipline. It will allow students to evidence that they can identify and develop an appropriate problem or question in the discipline area, design and carry out a project drawing on appropriate methodologies, deploy established techniques of analysis and enquiry within their discipline, and demonstrate critical and conceptual skills in the analysis of the project findings. In doing, so the module will enable students to demonstrate that they have a solid conceptual understanding of the discipline.</p> <p>Through completion of this independent piece of work, students will demonstrate qualities and transferable skills necessary for employment including the ability to exercise initiative and personal responsibility, to engage in decision making in dynamic contexts and to critically evaluate and synthesize complex information. Students will also demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.</p> <p>Students' engagement in this project module will be supported through provision of both generic (cross-programme) and discipline-specific content in particular curricula areas which may include:</p>

- Literature searches and bibliographies
- Ethical Issues
- Research methods and methodologies
- Dissemination
- Employability

The module will also aim to support students in making links between discipline methods and content and employment and practice. This may include facilitating student-alumni contact and links with employers and other potential stakeholders so that, where relevant, student projects are informed by real-world issues and contexts.

Approach

A variety of approaches will be used with the aim of maximising the active engagement of students. These may include:

- Lectures
- Seminars
- Showcase events
- Master Classes
- Workshops
- ICT Based Platforms
- Problem Solving Approaches
- Directed and Independent Learning
- Formative Assessment Opportunity

Independent learning: Students will be expected to engage in substantial and focused independent work in this module in order to complete their project.

Student cohorts will also be provided with a virtual meeting space that they will be able to fully utilise independently for the purposes of peer-support, collaboration and discussion, in order to foster a sense of learning community.

Scheduled learning: The primary contact time for this module will be offered through 1-to-1 supervisory sessions. This will include multiple opportunities for formative assessment as well as support for directed and independent learning.

This will be supplemented by lectures, seminars, or workshops, offered in the discipline area given by staff with expertise in the area.

TEL: MyUWE and Blackboard, the university supported learning portal and virtual learning environment, will be used to support students' learning, conduct activities, organise and communicate learning materials. Students will be able to engage with the material, other students and members of staff through these systems and make use of the various functionalities built into them (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.) as appropriate and useful for their project. In addition, students and supervisors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to, where appropriate and useful, facilitate remote supervision and thus increase flexibility and accessibility for students. The module will also potentially offer both generic and discipline-specific online content, e.g. to support students in completing ethics forms, efficiently engage in literature searches or to support a particular research methodology. Existing university resources will be utilised such as The Research Observatory (<http://ro.uwe.ac.uk/>) where appropriate.

Part 3: Assessment

This module is assessed on the basis of a maximum 8,000-word write up of the project dissertation and may comprise one or more separate pieces of work within the portfolio – as stated in the module handbook.

In line with the accreditation requirements of the British Psychological Society, the write-up will be of an independently conducted empirical research study.

The assessment methods have been chosen to allow the students to best demonstrate that they have met/meet the module learning outcomes, not only in terms of the task of writing up the project but also in terms of locating their work within the discipline area, detailing and justifying the execution of the project as well as critically evaluating the outcome.

Component A		
Portfolio - content of Portfolio includes a project report of up to 8,000 words. In addition to the project report, the portfolio may also include one or more assessment element(s). For instance, these could be: <i>ethical review of project, project risk assessment, , or presentation of project work.</i>		
Clear guidance on the weighting of different aspects of the Portfolio as well as marking criteria for each will be clearly indicated to students at the start of the module.		
Identify final timetabled piece of 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 <i>(as % of component)</i>	
1. Portfolio (max. 8,000 words)	100	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1.none		
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. Portfolio (max. 8,000 words)	100	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
1.none		
Part 4: Teaching and Learning Methods		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a well-founded knowledge of the discipline area and its methodologies through all stages of the project • Plan and execute a project as an independent piece of work within a specified time-span and, if relevant to the project type, in an ethical fashion • Interpret and critically evaluate the project findings within an appropriate body of literature, identifying the strengths and limitations of the work • Reflect on the practical and intellectual challenges encountered across the project and write up and present the project in a scholarly fashion <p>The following BPS learning outcomes also apply https://beta.bps.org.uk/psychologists/accreditation/education-providers</p> <ul style="list-style-type: none"> • define a research problem and generate and explore hypotheses or research questions drawing on relevant theory and research; • 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 and secure appropriate ethical approval for their project; • analyse and interpret the data collected and present the findings effectively; 	

	<ul style="list-style-type: none"> • discuss the implications of findings in terms of previous and future research and apply psychological knowledge to real world problems; • evaluate the methodologies and analyses employed in the project as well as the implications of the project. 																														
<p>Key Information Sets Information (K)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<p style="text-align: center;">0</p> <p style="text-align: center;"><i>Number of credits for this module</i></p> <div style="text-align: right; border: 1px solid black; padding: 2px; display: inline-block;">30</div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Hours to be allocated</th> <th style="width: 20%;">Scheduled learning and teaching study hours</th> <th style="width: 20%;">Independent study hours</th> <th style="width: 20%;">Placement study hours</th> <th style="width: 25%;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">15</td> <td style="text-align: center;">285</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 5px;"></div> <p>For this module, the precise scheduled learning and teaching study hours will depend on the discipline area and the individual student, thus 15 hours is an estimate that may comprise 1-to-1 supervisory contact, and discipline-specific scheduled and optional lectures, seminars or workshops.</p> <p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td style="width: 70%;">Written exam assessment percentage</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%; text-align: center;">0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">100%</td> </tr> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	15	285	0	300	Total assessment of the module:				Written exam assessment percentage			0%	Coursework assessment percentage			100%	Practical exam assessment percentage			0%				100%
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<p>Reading List</p>	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, advice on readings will be updated periodically and made available via the link provided below.</p> <p>Braun, V. and Clarke, V. (2013) Successful qualitative research: a practical guide for beginners. London: SAGE.</p> <p>Braun, V. and Clarke, V. (2014) What can ‘thematic analysis’ offer health and wellbeing researchers? International Journal of Qualitative Studies on Health and Well-being. 9 (1). doi:10.3402/qhw.v9.26152.</p> <p>Coolican, H. (2014) Research methods and statistics in psychology. Sixth edition. Hove: Psychology Press.</p>																														

Cooper, H.M. and American Psychological Association (2012) APA handbook of research methods in psychology: Vol. 3: Data analysis and research publication. 1st ed. Washington, D.C.: American Psychological Association.

Field, A.P. (2013) Discovering statistics using IBM SPSS statistics: and sex and drugs and rock 'n' roll. 4th edition. Los Angeles: SAGE.

Ho, R. (2014) Handbook of univariate and multivariate data analysis with IBM SPSS. Second edition. Boca Raton: CRC Press.

Howitt, D. and Cramer, D. (2014) Introduction to research methods in psychology [online]. Fourth edition. Harlow: Pearson Education Limited.

Leech, N.L., Barrett, K.C. and Morgan, G.A. (2015) IBM SPSS for intermediate statistics: use and interpretation Fifth edition. New York: Routledge.

McQueen, R.A. and Knussen, C. (2013) Introduction to research methods and statistics in psychology: a practical guide for the undergraduate researcher. 2nd ed. Harlow: Pearson.

Pallant, J. (2013) SPSS survival manual: a step by step guide to data analysis using IBM SPSS. 5th edition. Maidenhead: McGraw-Hill.

Smith, J.A., Breakwell, G.M. and Wright, D.B. (2011) Research methods in psychology. 4th ed. London: SAGE.

Smith, J.A. (ed.) (2015) Qualitative psychology: a practical guide to research methods. 3rd edition. London: SAGE.

Link to the online 'reading list':

<https://uwe.rl.talis.com/lists/C3480BDD-BE61-B63F-43EA-511DA4E80033/bibliography.html>

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First CAP Approval Date	28 th March 2014			
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