



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

<b>Part 1: Basic Data</b>					
Module Title	Dissertation in Psychology				
Module Code	USPJW9-45-M	Level	M	Version	3
Owning Faculty	Health and Life Sciences	Field	Psychology		
Contributes towards	MSc Health Psychology MSc Sports and Exercise Psychology MSc Cognitive Behavioural Therapy MSc Psychological Therapies (Relational Psychotherapy)				
UWE Credit Rating	45	ECTS Credit Rating		Module Type	Project
Pre-requisites	None		Co- requisites		
Excluded Combinations			Module Entry requirements	For students undertaking the MSc in Health Psychology, MSc in Sports and Exercise Psychology, MSc in Cognitive Behavioural Therapy, MSc in Psychological Therapies (Relational Psychotherapy) at least a lower second class Honours degree or international equivalent in a relevant discipline.	
Valid From	September 2013		Valid to		

<b>CAP Approval Date</b>	May 2013
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<b>Part 2: Learning and Teaching</b>	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• carry out a critical literature review in a chosen area of psychology, appropriate to programme undertaken (i.e. MSc in Health Psychology students must undertake research within Health Psychology);</li> <li>• identify and locate a research question within that area; select and defend approach to the research question;</li> <li>• design a research study;</li> <li>• plan and execute a piece of independent research;</li> </ul>

	<ul style="list-style-type: none"> <li>analyse and interpret the data collected and defend both the analysis and the interpretation;</li> <li>critically locate the research findings in relation to published work;</li> <li>produce a written report of the research demonstrating an in depth understanding of the chosen area of study;</li> <li>engage appropriately with supervision, demonstrating an ability to present ideas and respond appropriately to feedback.</li> </ul>
Syllabus Outline	<p>Specific content covered will typically include:</p> <ul style="list-style-type: none"> <li>Specialist area of study within psychology selected by the student with the advice of a supervisor with expertise in psychological research methods and/or health research, sports and exercise research, or counselling/psychotherapy research dependent upon programme registered for;</li> <li>Research methods advice appropriate to the selected area of study;</li> <li>Understanding and adhering to relevant ethical codes of conduct;</li> <li>Understanding and adhering to best practice for communicating research.</li> </ul>
Contact Hours	21.25 hours of supervision (this includes first and second marking) and around 8 hours of dissertation workshops (the precise amount of contact time is dependent on the number of students registered on the module).
Teaching and Learning Methods	<p>Students will be expected to attend around 8 hours of dissertation workshops, and spend around one day per week completing their research and dissertation portfolio.</p> <p>Scheduled learning: Each student will be allocated a dissertation supervisor. Supervision will be on an individual basis. A programme of regular supervision sessions (minimum of eight) will be planned with each student who will be encouraged to prepare work for discussion at each meeting. Once the research question and protocol are established a research timetable will be agreed with each student.</p> <p>A programme of dissertation workshops will be offered in particular aspects of the research process, including applying for University Ethics approval, approaches, data analysis and research communication, as appropriate.</p> <p>Independent learning: students will be expected to carry out a literature review in their chosen research area, to read widely in this area, to plan and design an appropriate research project, to obtain ethical approval for their research, to undertake their research (in keeping with relevant ethical codes of conduct) and to communicate their research in the form of a presentation and a written dissertation.</p>
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</p>

	<p>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>Boynton, P.M. (2008). <i>The research companion: A practical guide for the social and health sciences</i>. London: The Psychology Press.</p> <p>Braun, V. &amp; Clarke, V. (2013) <i>Successful qualitative research: A practical guide for beginners</i>. London: Sage.</p> <p>Dale, L. (2008). <i>Completing your qualitative dissertation: A roadmap from beginning to end</i>. London: Bloomberg.</p> <p>Field, A. (2009) <i>Discovering Statistics Using SPSS</i>. London: Sage Publications.</p> <p>Gilbert, N. (2006). <i>From postgraduate to social scientist</i>. London: Sage.</p> <p>Girden, E. R. (2001). <i>Evaluating research articles: From start to finish</i> (2nd ed.). Thousand Oaks, CA: Sage.</p> <p>Robson, C. (2002). <i>Real world research: A resource for social scientists and practitioner-researchers</i>. Chichester: Wiley.</p> <p>Rudestam, K.E. (2000). <i>Surviving your Dissertation</i>. London: Sage.</p> <p>Swetnam, D. (2000). <i>Writing Your Dissertation</i>. Oxford: How to Books.</p> <p>Woods, P. (1999). <i>Successful writing for qualitative researchers</i>. London: Routledge.</p>

<b>Part 3: Assessment</b>	
Assessment Strategy	<b>Assessment:</b> Dissertation portfolio including a 6-8,000 word report of an original piece of research (word count excludes reference list and appendices).

Identify final assessment component and element	A	
% weighting between components A and B (Standard modules only)	A:	B:
<b>First Sit</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Dissertation portfolio including a 6-8,000 word report of an original piece of research (word count excludes reference list and appendices)	100	
Component B Description of each element	Element weighting (as % of component)	

<b>Resit (further attendance at taught classes is not required)</b>		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
Dissertation portfolio including a 6-8,000 word report of an original piece of research (word count excludes reference list and appendices)	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.