



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Conducting Psychological Research				
Module Code	USPK7Y-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Department	Health and Social Sciences	Module Type	Standard		
Contributes towards	MSc Occupational Psychology				
Pre-requisites	N/A		Co- requisites	N/A	
Excluded Combinations	N/A		Module Entry requirements	N/A	
Valid From	September 2015		Valid to	September 2021	

CAP Approval Date	20/11/2014
--------------------------	------------


Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an awareness of the relationships between methods, methodologies and ideologies and an understanding of the commonalities and disjunctions between different qualitative and quantitative methods and methods of analysis. (Component B) • Explain the role of a range of different qualitative and quantitative research approaches and the epistemological assumptions entailed therein. (Component A and B) • Understand and appreciate the use of univariate and multivariate statistics including multiple regression, factor analysis, meta-analysis and other advanced quantitative techniques. (Component A) • Show an understanding of the assumptions underpinning key concepts such as validity, reliability, representativeness, sampling, generalisability and reflexivity. (Component A) • Compare and contrast ways of structuring data in qualitative and quantitative research.(Component B) • Defend the use of particular designs and associated methods of analysis. (Component B)
Syllabus Outline	<p>Specific syllabus will be in part dependent on the programme to which this module contributes. All programmes will have a core syllabus to cover the key material and ensure the learning outcomes are met.</p> <ul style="list-style-type: none"> • Consideration of research within psychology • Qualitative methodologies and analysis (such as discourse analysis,

	<p>unstructured interviews, focus groups, diary techniques, ethnographic and action research).</p> <ul style="list-style-type: none"> • Quantitative methodologies (such as experiments, surveys, archival research) and analysis (such as univariate and multivariate statistics including multiple regression, factor analysis, meta-analysis and other advanced quantitative techniques). • Issues such as validity, reliability, representativeness, sampling, reflexivity and generalisability (drawn from appropriate programme specific examples of research). • Relationships between theoretical positions taken by researchers and their approach to research. • Assumptions underpinning research and its interpretation. • Comparison across research within frameworks (eg, different approaches to discourse analysis) and across frameworks (eg, comparing a repeated measure, between subjects experimental design with focus group interviews), thus evaluating research between different ways of 'knowing'. • Critical evaluation of studies and to redesigning research using alternative approaches.
Contact Hours	<p>The module will be run using both face to face class teaching and as a virtual distance learning. The face to face class teaching will run over one semester with weekly sessions. Students will be expected to attend scheduled timetabled sessions – via either face to face or online delivery. They will also be expected to engage in further reading and group based online discussions as well as independent study. There will be approximately 300 hours of learning.</p>
Teaching and Learning Methods	<p>This module runs across a number of psychology programmes and will be delivered in the way appropriate to the programmes. For example students on blended or virtual programmes will have the module delivered to them in this way in order to compliment the approach of that programme. The module is run as a series of lectures, group discussions and workshop activities in which students are expected to actively engage with the material and to contribute to the sessions. The material is presented in both face-to-face and via lecture capture, guided study and guided tasks. These activities will be supported and elaborated on via asynchronous discussions, problem solving activities and formative activities. There will be specific support from a named tutor which can be face to face or virtually.</p> <p>Scheduled learning: includes face-to-face or online lectures and seminars (40 hours). There will also be only discussions and activities related to specific programmes (approximately 20 hours).</p> <p>Independent learning: includes hours engaged with essential reading and asynchronous online discussions (180 hours) as well as assignment preparation and completion (60 hours).</p> <p>Virtual Learning: This module will be supported by a range of online learning environments, such as Blackboard where a wide range of course materials will be available. Students will be expected to access and engage with these materials throughout the module. Discussion boards will be enabled for student use and facilitated/moderated by the module leader.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data

Number of credits for this module

30

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	60	240	0	300	

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Written exam assessment percentage	50%
Coursework assessment percentage	50%
Practical exam assessment percentage	
	100%

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. Where 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

The most current edition of the following titles

Breakwell, G.M., Hammond, S., Fife-Schaw, C., Smith, J.A.(2006) *Research Methods in Psychology*. 3rd edition. London: Sage.

Clarke, V. & Braun, V. (2014). *Successful Qualitative Research: A Practical Guide for Beginners*. London: Sage.

Dancey, C.P., Reidy, J. (2004) *Statistics without Maths for Psychology Using SPSS for Windows*. 3rd edition. Harlow, Essex: Prentice Hall.

Field, A. (2013). *Discovering Statistics using SPSS*. London: Sage.

Lyons, E., Coyle, A. (eds) (2007) *Analysing Qualitative Data in Psychology*. London: Sage.

Murray, M., Chamberlain, K. (eds). (1999) *Qualitative Health Psychology Theories and Methods*. London: Sage.

Smith, J. (ed.) (2008) *Qualitative Psychology: A Practical Guide to Research Methods*. London: Sage.

Willig, C. (2001) *Introducing Qualitative Research in Psychology: adventure in theory and method*. Milton Keynes: Open University Press.

Part 3: Assessment

Assessment Strategy	<p>Assessment for the module comprises one 2 hour exam and one piece of coursework. The exam comprises two sections, section A assessing students understandings of qualitative research and section B assessing students understandings of quantitative research. Each section comprises questions about a journal article (for section A an article reporting a qualitative study and for section B an article reporting a quantitative study. Students are provided with copies of the articles at least 4 weeks prior to the exam and are allowed to bring an annotated copy of the article with them to the exam. The exam is designed to enable students to apply their knowledge and understanding of research methods to the discussion and evaluation of specific examples of research. The exam paper itself is unseen to facilitate students' full engagement with the articles.</p> <p>The coursework comprises a 3000 word research proposal on a topic area of students' choice and using a methodology (quantitative or qualitative) of students' choice. The coursework is designed to facilitate students' demonstration of an ability to apply a particular research approach to a chosen research area and to design an appropriate and feasible research project. Students should include some justification for their chosen methodology and approach, demonstrating a wider understanding of the epistemological underpinning research design. Students will also be able to use the coursework proposal as a basis for their postgraduate dissertations.</p>
----------------------------	---

Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		A:	B:
		50	50
First Sit			
Component A (controlled conditions) Description of each element		Element weighting (as % of component)	
1. Exam (2 hours)		100	
Component B Description of each element		Element weighting (as % of component)	
1. Research Proposal (3000 words)		100	

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Exam (2 hours)	100
Component B Description of each element	Element weighting (as % of component)
1. Research Proposal (3000 words)	100
<p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p>	