University of the West of England
BRISTOL

ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Conducting and evaluating psychological research					
Module Code	USPK7Y-30-M		Level	M	Version	1.1
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 Health Psychology, MSc Sports & Exercise Psychology, MSc Occupational Psychology					
Pre-requisites	None		Co- requisites	None		
Excluded Combinations	None		Module Entry requirements	None.		
Valid From	September 2015		Valid to	September 2021		

CAP Approval Date	24th March 2015

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1) Explain the purpose and characteristics of a range of different 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 different theoretical frameworks, and different qualitative and quantitative methods of, and approaches to, data collection and analysis; (component A) 3) Critically evaluate research within its appropriate methodological context; (component A and B) 4) Show an understanding of the assumptions underpinning a range of key concepts in qualitative, quantitative and mixed-methods research such as validity, reliability, representativeness, generalisability, subjectivity and reflexivity; (component A) 5) Defend the use of a range of research designs and associated methods of analysis; (component A) 6) Show competence in the use of a range of data collection methods and analytical techniques as used in psychology and the social sciences. (component A)
Syllabus Outline	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. *Qualitative methods*: -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) -Collecting qualitative data – methods such as interviews, focus groups, qualitative surveys (key assumptions and implementation), visual methods, transcription of audio data -Analysing qualitative data – methods such as thematic analysis, interpretative phenomenological analysis and discourse analysis (key assumptions and implementation), developing practical skills in coding and theme/category development -Quality – ensuring and determining quality, checklist criteria, quality strategies and techniques *Quantitative methods*: -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 -Understanding relationships in data using correlation and regression techniques -Measurement and assessment *Mixed methods research* -Multi-method research, methodological pluralism, qualitative and quantitative-driven designs, the incompatibility thesis *Critically evaluating research*: -Systematic reviews, selecting and appraising high quality evidence, qualitative synthesis, 'gold standards' for quantitative and qualitative research, appraisal tools -The application of checklist criteria and appraisal tools to published research
Contact Hours	The module will be run using both face to face class teaching and virtual distance learning. Students will be expected to attend scheduled timetabled sessions – via either face to face or online delivery, and complete any essential readings or preparation for timetabled sessions. They will also be expected to engage in directed study, further reading and group based online discussions as well as independent study. There will be 300 hours of learning.
Teaching and Learning Methods	The module is run as a series of lectures 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 workshops and online lecture content, and guided tasks. These activities will be supported and elaborated on via asynchronous discussions, and self-tests. **Scheduled learning:** includes face-to-face or online lectures and seminars (54 hours). **Independent learning**: includes hours engaged with essential reading (48 hours), further reading, engaging in asynchronous online discussion, preparation for face-to-face workshops and other schedule learning, guided study and self-directed study (118 hours), and assignment preparation and completion (80 hours). **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 and course team.
Key Information Sets Information	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.

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	54	246	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: Braun, V. & Clarke, V. (2013) Successful qualitative research: A practical guide for beginners. London: Sage. Breakwell, G.M., Hammond, S., Fife-Schaw, C. & Smith, J.A. (2006) Research methods in psychology, 3rd ed. London: Sage.

	Field, A. (2009) Discovering Statistics Using SPSS. London: Sage Publications. Howitt, D. & Cramer, D. (2007) Introduction to research methods in psychology, 2nd ed. Harlow: Pearson. Marks, D. E. & Yardley, L. (Eds), (2004) Research methods for clinical and health psychology. London: Sage. McLeod, J. (2001) Qualitative research in counselling and psychotherapy. London: Sage. McLeod, J. (2003) Doing counselling research, 2nd ed. London: Sage. Murray, M. & Chamberlain, K. (Eds), (1999) Qualitative health psychology: Theories and methods. London: Sage. Sparks, A. & Smith, B. (2012) Qualitative research methods in sport, exercise and health: From process to product. London: Routledge.

Part 3: Assessment	
Assessment Strategy	Assessment for the module comprises one 2.5 hour exam and one piece of coursework. The exam comprises three sections, Section A assessing students understandings of qualitative research, Section B assessing students understandings of quantitative research, Section C assessing students' competence in analysing qualitative OR quantitative data. Each section comprises short-answer questions about a journal article (Sections A and B) or a data-set (Section C) (for Section A an article reporting a qualitative study and for Section B an article reporting a quantitative study, for Section C students choose either a qualitative or quantitative data-set). Students are provided with copies of the articles and data-sets, and the seen parts of the exam (Section C), at least 4 weeks prior to the exam and are allowed to bring an annotated copy of the articles and selected data-set 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, and to demonstrate their skills in analysing qualitative or quantitative data. Sections A and B of the exam paper itself is unseen to facilitate students' full engagement with the articles. The coursework comprises a 2000 word mini-systematic review of research on a topic related to the students' programme of study. Students will be expected to critically review a small number of research articles on a topic of their choice (but related to their programme of study), and select and apply appropriate quality criteria for assessing the strengths and weaknesses of the research articles and the quality of evidence they provide.

Identify final assessment component and element	**Component A**	
% weighting between components A and B (Standard modules only)	**A:** **50**	**B**: **50**
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**	
1. Exam (2.5 hours)	100	
Component B **Description of each element**	**Element weighting** **(as % of component)**	

1. Mini-systematic review (2000 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 (2.5 hours)	100
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Mini-systematic review (2000 words)	100
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.	