

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Qualitative Research Skills in Psychology			
Code: PSYC08013	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	A Marsh		
Summary of Module			
<p>This module will introduce and develop the key skills required to carry out qualitative research within the field of psychology. The theoretical underpinnings and research methodologies of qualitative psychology will be discussed and students will gain experience in how to collect, analyse and interpret data using different approaches. Students will investigate the same research question as focused on in the 'Quantitative Research Skills in Psychology' module in T1, so that they obtain both a quantitative and a qualitative understanding of both research methodologies.</p> <p>The module will introduce students to the epistemological assumptions of qualitative research, and the development of qualitative research questions. It will cover data collection approaches using interviews, focus groups and texts, and the data analysis approaches of thematic analysis, discourse analysis and conversation analysis.</p> <p>The module will also consider the ethical issues associated with both quantitative and qualitative research methodologies.</p> <p>Students will acquire the following (UWS) key graduate attributes:</p> <ul style="list-style-type: none"> • Critical thinking • Analytical • Inquiring • Knowledgeable • Autonomous • Innovative • Ethically-minded • Collaborative • Research-minded 			

- Socially responsible

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate knowledge of the nature and structure of qualitative psychological research design.
L2	Show an understanding of different qualitative methods of data collection and demonstrate the ability to critique strengths and weakness of different approaches.
L3	Show an ability to process, interpret, evaluate and communicate the analysis of a set of qualitative data.
L4	Demonstrate an awareness of the ethical issues involved in conducting psychological research.

L5	Click or tap here to enter text.	
Employability Skills and Personal Development Planning (PDP) Skills		
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	SCQF Level 8 Demonstrate a critical understanding of qualitative research methodologies in relation to their theoretical principles.	
Practice: Applied Knowledge and Understanding	SCQF Level 8 a. Using acquired theoretical knowledge to carry out a thematic analysis of an interview extract. b. Using acquired knowledge to produce a reflective review of ethical considerations in research.	
Generic Cognitive skills	SCQF Level 8 a. The communication of complex ideas and issues both in written and verbal form. b. The ability to identify and analyse aspects of qualitative methodological issues.	
Communication, ICT and Numeracy Skills	SCQF Level 8 a. Communicate the themes of the thematic analysis of an interview extract in written form.	
Autonomy, Accountability and Working with others	SCQF Level 8 a. Take responsibility for the completion of their own continuous assessment, meeting rolling deadlines. b. Share responsibility for group work in the workshops and monitor the effort of fellow group members.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC07001 PSYC07010 PSYC07007 PSYC07008	Module Title: Introduction to Psychology A Introduction to Psychology B Applying Psychology Investigating Psychology
Co-requisites	Module Code: PSYC08014	Module Title: (Quantitative) Research Skills in Psychology

	PSYC08005	Introductory Cognitive & Social Psychology
	PSYC08007	Biological & Developmental Psychology

*Indicates that module descriptor is not published.

Learning and Teaching	
<p>In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.</p> <p>Teaching activities are centred on a student-focused approach. It will include lectures, workshops and small group supervision as well as practical instruction and flexible self-paced learning.</p> <p>The lectures and workshops are used to deliver and embed the theoretical principles and methodological issues including design issues and ethical issues.</p> <p>Workshops are structured to support the stages involved in the research process for qualitative approaches and prepare students for the assessments. Students will work in small groups during the workshops and the activities will take them through the process of producing a research question, designing an appropriate study, data collection and analysis. The groups will use an online discussion forum to summarise their progress and will receive some formative feedback on their activities. Many of the workshops will use a flexible approach to teaching and learning whereby the structure of the workshop will be guided by the relevant asynchronous learning activities and what students have read and learned about in the time allocated between workshops.</p> <p>Students will also be introduced to the BPS ethical guidelines and will be given the opportunity to reflect on the ethical concerns of psychological research in the workshops.</p>	
<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	12

Tutorial/Synchronous Support Activity	24
Asynchronous Class Activity	60
Independent Study	104
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total: 200

****Indicative Resources: (eg. Core text, journals, internet access)**

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Clarke, V. & Braun, V. (2013). *Successful qualitative research: A practical guide for beginners*. London: Sage.

Smith, J.A. (2015). *Qualitative Psychology: A practical guide to research methods*. London: Sage.

Sullivan, C., Gibson, S., & Riley., S. (2010). *Doing your qualitative psychology project*. London, Sage.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Psychology & Social Work
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG Psychology
Moderator	G Hendry
External Examiner	T Fallon
Accreditation Details	British Psychological Society
Changes/Version Number	2

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).
Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will

show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 Multiple choice test (30%)

Assessment 2 Qualitative portfolio (70%)

Assessment 3

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
MCT	✓	✓	✓	✓		30	12

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio	✓	✓	✓	✓		70	12

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	XX hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)