Module Descriptor

Title	Qualitative Research Skills in Psychology		
Session	2025/26	Status	Validated
Code	PSYC08013	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	A Marsh		

Summary of Module

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.

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.

The module will also consider the ethical issues associated with both quantitative and qualitative research methodologies.

Students will acquire the following (UWS) key graduate attributes:

- Critical thinking

- Analytical

- Inquiring

- Knowledgeable

- Autonomous

- Innovative

- Ethically-minded

- Collaborative

- Research-minded

Module Delivery Method	On-Campus[1] ☒	Hybrid[2] ☐	Online[3] ☐	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)	
Terms for Module Delivery	Term 1 ☐	Term 2 ☒	Term 3 ☐	
Long-thin Delivery over more than one Term	Term 1 – Term 2 ☐	Term 2 – Term 3 ☐	Term 3 – Term 1 ☐	

Learning Outcomes	
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	

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 8 Demonstrate a critical understanding of qualitative research methodologies in relation to their theoretical principles
Practice: Applied Knowledge and Understanding	SCQF 8 Using acquired theoretical knowledge to carry out a thematic analysis of an interview extract. Using acquired knowledge to produce a reflective review of ethical considerations in research.

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[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Generic Cognitive skills	SCQF 8
	The communication of complex ideas and issues both in written and verbal form.
	The ability to identify and analyse aspects of qualitative methodological issues.
Communication, ICT and Numeracy Skills	SCQF 8
	Communicate the themes of the thematic analysis of an interview extract in written form.
Autonomy, Accountability and Working with Others	SCQF 8
	Take responsibility for the completion of their own continuous assessment, meeting rolling deadlines.
	Share responsibility for group work in the workshops and monitor the effort of fellow group members.

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching
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.
The module will be delivered on campus through a combination of taught lectures and interactive seminars. Teaching activities will employ a student-centred approach. The module includes lectures, workshops, and opportunities for self-directed group work and individual study
The lectures are used to deliver and embed the theoretical principles and methodological issues underpinning qualitative research. Workshops are structured to guide students through the stages of the qualitative research process and to prepare them for 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 ethical study, data collection and analysis.
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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Laboratory / Practical Demonstration / Workshop	24
Independent Study	164
n/a	
n/a	

n/a	
TOTAL	200

Indicative Resources
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. Sage.
Smith, J.A. (2015). Qualitative Psychology: A practical guide to research methods. Sage.
(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.
For the purposes of this module, academic engagement equates to the following:
The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, you are considered to be academically engaged if you regularly engage with scheduled live sessions on campus (and occasionally online), including engaging with asynchronous activities online, course-related learning resources, and with timely completion of assessments.
Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this programme, it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.
It may be difficult to pass the assessments associated with this programme if you are not regularly engaging with each module's work and classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

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.](#)
In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. Module materials comply with University guidance on inclusive learning and teaching, and specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. Where modules require practical and/or laboratory based learning or assessment required to meet accrediting body requirements the University will make reasonable adjustment such as adjustable height benches or assistance of a 'buddy' or helper.

(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
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ Yes ☐ No **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	UG/PG Psychology
Moderator	D Kelly
External Examiner	T Fallon
Accreditation Details	
Module Appears in CPD catalogue	☐ Yes ☒ No
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
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.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Multiple Choice Test	☒	☒	☒	☒	☐	30	

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☒	☒	☒	☐	70	

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	☐	☐	☐	☐	☐		
Combined total for all components						100%	hours

Change Control

What	When	Who
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
Module moved to new template	28/3/2025	G Hendry
Minor edits to fix typos following ILR	3/6/2025	G Hendry