

University of the West of Scotland

Module Descriptor

Session: 2023/24

Title of Module: Quantitative Research Skills in Psychology			
Code: PSYC08014	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:	L Calderwood		
Summary of Module			
<p>This module will introduce and develop the key skills required to carry out quantitative research within the field of psychology. The theoretical underpinnings and methodologies of quantitative approaches will be discussed, and students will gain experience in how to collect, analyse and interpret data using experimental and correlational methods. The module will cover the principles of research design, measurement issues, sampling techniques, and statistical analysis. Students will learn how to input data and how to carry out and interpret descriptive statistics using appropriate statistical software. The module will then introduce students to inferential statistics, and they will learn how to perform and interpret basic tests such as t-tests, chi-square and correlation. The module will also consider the ethical issues associated with carrying out quantitative research.</p> <p>At the end of the module, students will have become inquiring, research-minded, analytical and collaborative. In addition, they will have become ethically minded, creative problem solvers and effective communicators.</p> <ul style="list-style-type: none"> • Quantitative research design • Quantitative data analysis • Research ethics 			

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	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
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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 quantitative psychological research design.
L2	Show an understanding of different quantitative methods of data collection.
L3	Show an ability to process, interpret, evaluate, and communicate the analysis of quantitative data.
L4	Demonstrate an awareness of the ethical issues involved in conducting psychological research.

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 quantitative research methodologies in relation to their theoretical principles.

Practice: Applied Knowledge and Understanding	<p>SCQF Level 8</p> <p>Using acquired knowledge to perform and interpret an appropriate analysis on a quantitative data set.</p>	
Generic Cognitive skills	<p>SCQF Level 8</p> <p>The communication of complex ideas and issues both in written and verbal form.</p> <p>The ability to identify and analyse aspects of quantitative methodological issues.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 8</p> <p>The use of computer statistical software to interpret and analyse quantitative data.</p> <p>Communicate the interpretation of the output in written form using the conventional APA standards for psychology.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 8</p> <p>Take responsibility for the completion of their own continuous assessment, meeting rolling deadlines.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC07010	Module Title: Introduction to Psychology (B)
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

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.	
<p>Learning Activities</p> <p>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</p>

	and hours spent on other learning activities)
Lecture/Core Content Delivery	12
Laboratory/Practical Demonstration/Workshop	24
Asynchronous Class Activity	12
Independent Study	152
	200 Hours Total

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

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

Bourne, V. (2017). Starting Out in Methods and Statistics for Psychology: A Hands-on Guide to Doing Research. Oxford University Press.

Haslam, S.A. and McGarty, C. (2014). Research methods and statistics in psychology. Sage.

Wilson, S., & MacLean, R. (2011). Research methods and data analysis for psychology. McGraw-Hill Higher Education.

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](#).

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content. The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/> Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

[Equality, Diversity & Inclusion | UWS | University of the West of Scotland](#)

(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/Pg Psychology
Moderator	G Bruce
External Examiner	T Fallon
Accreditation Details	British Psychological Society
Changes/Version Number	1.03

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 Tests

Students will complete a series of multiple choice tests to assess their knowledge and understanding of the key theoretical concepts covered in the module. These will make up 30% of the overall grade.

Assessment 2 Presentation outlining the analysis and interpretation of data from studies utilising psychological data to address a research question. This piece of coursework is worth 70% of the total grade.

(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
MCTs	x	x		x		30	0

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
Presentation	x		x			70	0

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%	0 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)