University of the West of Scotland

Module Descriptor

Session: 23/24

<table>
<tr><td colspan="4">Title of Module: Applying Psychology Methods</td></tr>
<tr>
<td>Code: PSYC09015</td>
<td>SCQF Level: 9 (Scottish Credit and Qualifications Framework)</td>
<td>Credit Points: 20</td>
<td>ECTS (European Credit Transfer Scheme): 10</td>
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<tr>
<td>School:</td>
<td colspan="3">School of Education & Social Sciences</td>
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<td>Module Co-ordinator:</td>
<td colspan="3">L Kozma</td>
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<tr><td colspan="4">Summary of Module</td></tr>
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This module re-introduces and builds on the key topics and issues of research design and methodology. In assessing quantitative research design, the module will cover the principles of research design, such as: critical evaluation of methods of behavioural and self-report data collection, theories of psychological measurement, sampling techniques and issues, hypothesis formulation and hypothesis testing. The aims addressing qualitative research are to uncover and / or understand the big picture - by using the data to describe the phenomenon and how this can be related to another research or applied.

Methods of analysis will be discussed with two broad data gathering techniques:

Quantitative will cover issues such as probability, sample size, power, and the analyses of comparative and correlational data. Qualitative will cover descriptive accounts of the data using techniques like content or discourse analysis and higher level, or latent level, of analysis: such as thematic and phenomenological.

At the end of the module, students will have become inquiring, research-minded, analytical, and autonomous. In addition, they will have become creative problem solvers and effective communicators.

The use of technology to facilitate and disseminate findings will be part of the teaching and assessment strategy of the module. Key skills developed within this module include:

- Planning a study
- Collecting data
- Data analysis

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•	Ethical considerations
•	Digital Literacy

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☐	☒	☐	☐

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:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	☒	Term 2	☐	Term 3	☐

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 a knowledge of the nature and structure of psychological research design.
L2	Show a critical understanding of Quantitative and Qualitative methodology.
L3	Demonstrate an ability to process, interpret, evaluate, and communicate the analysis of differing sets of psychological data using tools such as SPSS.
L4	Demonstrate an ability to process, interpret, evaluate and communicate the analysis of differing sets of psychological data using analytical techniques.

L5	Demonstrate an appreciation 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 **9** Exhibit a critical understanding of research in relation to how its theoretical principles relate and are implemented in professional practice.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Using acquired theoretical knowledge to identify, plan, design and address a question.
Generic Cognitive skills	SCQF Level **9** The communication of complex ideas and issues both in written and verbal form and the critical evaluation of their own and others work. Identify and analyse aspects of quantitative and qualitative methodological issues.
Communication, ICT and Numeracy Skills	SCQF Level **9** The use of computer statistical software such as SPSS and NVivo to interpret and analyse data. Communicate the interpretation of the output in written form using the conventional standards.
Autonomy, Accountability and Working with others	SCQF Level **9** Take responsibility for the completion of their own continuous assessment, meeting rolling deadlines.

Pre-requisites:	Before undertaking this module, the student should have undertaken the following:	
	Module Code: PSYC08013 PSYC08014	**Module Title:** Qualitative Research Skills in Psychology Quantitative Research Skills in Psychology
	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. This module will be delivered using a hybrid approach in which students are encouraged to engage with the module through three learning activities, presented both synchronously and asynchronously. Students will be encouraged to engage asynchronously with pre-recorded lecture content designed to provide students with an overview of the topic area. Pre-recorded lecture material will be complimented with a series of asynchronous and synchronous activities to be undertaken in the student's own time or by the students/instructor simultaneously as appropriate. Teaching activities will use a student- focused, blended approach. Weekly lectures will recap previous learning and cover theory of new research methods covered. Small group teaching in the form of workshops will involve practical laboratory instruction and flexible self-paced learning. Additionally self-paced exercises and demonstration will be utilised via the VLE, examples of these are using instructional videos, demonstrations, and formative quizzes. The assessment strategy will encompass a flexible programme that allows the student to show proficiency in the subject. The workshops and lectures will blend the theoretical and practical elements of research design, methodology, analysis, interpretation, and reporting. Some of the allocated contact hours will include ICT led laboratory practical which will be used to instruct SPSS/Data encoding and analysis techniques by using demonstration and student collaboration. The assessment strategy allows for continuous development towards assessment through guided practical and self-study.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	10
Laboratory/Practical Demonstration/Workshop	24
Asynchronous Class Activity	64

Independent Study	100
Personal Development Plan	2
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:

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

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

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

Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS. Routledge.

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: <u>UWS Equality, Diversity and Human Rights Code.</u> 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..   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. <u>UWS Equality and Diversity Policy</u>
(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 ☐ No ☒
School Assessment Board	Ug/Pg Psychology
Moderator	L Calderwood
External Examiner	T Fallon
Accreditation Details	British Psychology Society

Changes/Version Number	2.04

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 – Written assessment outlining the methodological challenges of designing and carrying out a research study to address a research question (40%)

Assessment 2 – Presentation outlining the analysis and interpretation of data from studies utilising psychological data to address a research question. (60%)

Assessment 3 – Free Text

(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
Portfolio of written work	X	X			X	40	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
Portfolio of practical work						60	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)