



Module Descriptor

Title	Applying Psychology Methods		
Session	2025/26	Status	Validated
Code	PSYC09019	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	L Kozma		
Summary of Module			
<p>This module re-introduces and builds on the key topics and issues of research design and methodology. In assessing 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, uncovering and / or understanding the big picture - by using the data to describe the phenomenon and how this can be related to another research or applied.</p> <p>Methods of analysis will be discussed with various data gathering techniques, covering issues such as probability, sample size, power, and the analyses of comparative and correlational data; descriptive accounts of the data and higher level of analysis.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none">• Planning a study• Collecting data• Data analysis• Ethical considerations• Digital Literacy			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>		
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)			
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate a knowledge of the nature and structure of psychological research design.
L2	Show a critical understanding of research methodologies.
L3	Demonstrate an ability to process and analyse data using appropriate analytical technique.
L4	Demonstrate an ability to process, interpret, evaluate, and communicate the analysis of various datasets.
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 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 9 Using acquired theoretical knowledge to identify, plan, design and address a question
Generic Cognitive skills	SCQF 9 The communication of complex ideas and issues both in written and verbal form and the critical evaluation of their own and others work.

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

	Identify and analyse aspects of diverse methodological issues.
Communication, ICT and Numeracy Skills	SCQF 9 The use of computer statistical software 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 9 Take responsibility for the completion of their own continuous assessment, meeting rolling deadlines.

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

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>This module will be delivered using a hybrid approach in which students are encouraged to engage with the module through learning activities, presented both synchronously and asynchronously. There will be lectures designed to provide students with an overview of the topic area. 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.</p> <p>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.</p> <p>The assessment strategy will encompass a flexible programme that allows the student to show proficiency in the subject.</p> <p>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 data coding and analysis techniques by using demonstration and student collaboration. The assessment strategy allows for continuous development towards assessment through guided practical and self-study.</p>	
<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</p> <p>(Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture / Core Content Delivery	12
Laboratory / Practical Demonstration / Workshop	36
Asynchronous Class Activity	52
Independent Study	100

Personal Development Plan	0
n/a	
TOTAL	200

Indicative Resources

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.

Jhangiani, R., Chiang, I.-C. A., Cuttler, C., & Leighton, D. C. (2019). Research Methods in Psychology (4th ed.). Surrey, BC: Kwantlen Polytechnic University. Retrieved from <https://kpu.pressbooks.pub/psychmethods4e/>

Navarro, D. J., Foxcroft, D. R., Faulkenberry, T. J. (2019). Learning Statistics with JASP: A Tutorial for Psychology Students and Other Beginners. <https://tomfaulkenberry.github.io/JASPbook/ljsj.pdf>

(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	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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	G Bruce
External Examiner	T Fallon
Accreditation Details	
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Changes / Version Number	2.05

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Portfolio of Practical Work (60%)

Assessment 2

Portfolio of Written Work (40%)

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
Portfolio of practical work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	60	2

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Portfolio of written work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	40	2

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	4 hours

Change Control

What	When	Who
Minor edits to fix typos following ILR	3 rd June 2025	G Hendry
Copied to new template	3rd February 2025	G Hendry